

**Managing learner behaviour of Grade 9 boys at a public fee paying
secondary school in Pietermaritzburg, KwaZulu-Natal**

by

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for the degree

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in the subject

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at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF RJ BOTHA

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Declaration

Student number: 07481101

I, Christopher John Luman, Student Number 07481101, declare that *Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in Pietermaritzburg, KwaZulu-Natal* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

26 January 2018

DATE

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

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Decision: Ethics Approval from
2017/10/18 to 2020/10/18

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**Managing learner behaviour of Grade 9 boys at a former Model C secondary school
in KwaZulu Natal province**

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

*The **low risk** application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:



1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2020/10/18. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/10/18/07481101/17/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.


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Abstract

The purpose of this study is to investigate how positive discipline of Grade 9 boys should be managed at a selected public fee paying school in KwaZulu-Natal and to determine how learner behaviour would improve through educators acting as mentors. Furthermore, how educators could assist in implementing positive discipline management strategies to help in improving learner behaviour, and which positive discipline management strategies have been successful.

This study could be regarded as primarily descriptive and exploratory in nature, incorporating the basic characteristics associated with quantitative research. As such, it was predominantly deductive and positivistic in nature.

This study highlighted the importance of effective management systems that would assist the educator in the classroom. Several theories regarding learner management were explained and the literature review focused on the need for positive discipline strategies to be employed in the classroom, which would ultimately make for better relationships between the educator and the learner.

The study found that it is essential that the SGB, principal and senior management all get behind and support a managing behaviour mentor system as it has the potential to create a pleasurable work environment resulting in a reduction in the number of disciplinary matters for both the educator and the learner.

Key Terms

Management, Mentorship of boys by educators and senior boys, Managing Learner Behaviour (MLB), Grade 9 Boy, Behaviour, Positive discipline, Emotional Intelligence (EQ), Empirical survey

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List of acronyms

DOE = Department of Education

HOD = Head of Department

KZN = KwaZulu-Natal

LMS = Learning Management System

MLB = Managing Learner Behaviour

SACE = South African Council of Education

SASA = South African Schools' Act

SGB = School Governing Body

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CHAPTER 1: ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Managing learner behaviour in South African schools since the changes in the South African Schools Act (SASA), Act 84 of 1996 (RSA, 1996), came with its own particular challenges for educators and the need for other discipline strategies to be implemented for the maintenance of positive discipline in the classroom. In terms of Section 8(1) and 8(2) of the SASA (RSA, 1996), discipline has to be maintained in the classroom environment to ensure that a culture of teaching and learning can exist without disruptive behaviour (Barry, 2006:101). According to the researcher, the management of a positive teaching and learning culture requires a collaborative partnership on the part of the learners, the principal, the School Management Team (SMT), the School Governing Body (SGB), the Representative Council of Learners (RCL), prefects and house leaders, as well as all the secondary educators (teachers). The Western Cape Department of Education (2007:4) suggest that learner behaviour management should be an integrated and co-ordinated approach with the ultimate goal to ensure positive discipline that is conducive for effective teaching and learning. This task then falls on the educators who are in the classroom and need to manage discipline in a caring and confident manner (Demirdag, 2015:8).

According to the South African Human Rights Commission, since the removal of corporal punishment in 1996, discipline problems in schools have been exacerbated and educators have struggled to come to terms with other alternative forms of punishment (Mokate, 2014). The researcher contends that educators feel powerless on many occasions to exercise their authority and manage their learners' behaviour effectively, because of ill discipline. Demirdag (2015: 45) purports in this regard that "discipline remains the single most common and pernicious problem that educators face in their day-to-day teaching."

The researcher argues that the challenges educators have to face are often as a result of poor parenting skills and absent fathers (particularly in relation to the development of boys) (Tiwani, 2010: 20); problems in society (lack of living space and amenities,

substance abuse) and the perennial problem of bullies who tease and generally make life difficult for their peers (Dewitt & Lessing, 2013:3-5).

These problems are not limited to a South African educational environment, but of international concern and prevalent amongst many boys and at their worst at the early adolescent years (13-14) in the classroom context (Lewis, 2009). The problems that lie at the educators' 'door' and how best to overcome them is a key aspect, in order that they do not unduly affect and undermine the learning process and that they are not spending their whole lesson dealing with discipline issues (Demirdag, 2015: 45).

The researcher is in a fortunate position to have been an educator for the past thirty years and has taught in former Model C schools (Wynberg Boys' Junior, Wynberg Boys' High) and Queen's College in New Zealand at three independent schools (Rathkeale College, Scots College and St Paul's Collegiate School) and is currently the Headmaster (principal) of a state boys' school in Pietermaritzburg. He has spent sixteen years in New Zealand and had the opportunity to visit Australia, Scotland and England to experience and view best practice with regards to what is 'best for boys' with reference to positive discipline, and has always been passionate about enabling them through the environment and community to manage their goals. From his teaching experience, for that to occur, the Grade 9 boys need to feel respected, valued, feel comfortable in their social environment and nurtured, which will ultimately enhance a positive disciplined school climate.

To this end the researcher makes reference to Maslow's 'Hierarchy of Needs' which was driven by the desire to understand what motivates people. Having an understanding of this concept will assist this study in relation to the Grade 9 boys. Psychologist Abraham Maslow first introduced this concept in his 1943 paper 'A Theory of Human Motivation' (Maslow, 1943:370). This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other needs. Maslow further believed that "people possess a set of motivation systems unrelated to rewards or unconscious desires and he devised a five level hierarchy of need" (Maslow, 1943: 371). The fourth level of Maslow's 'Hierarchy of Needs' is when individuals feel comfortable with what they have accomplished. This is the 'Esteem'

level where there is the need to be “competent and recognised, such as through status and level of success” (Maslow, 1943: 370-396).

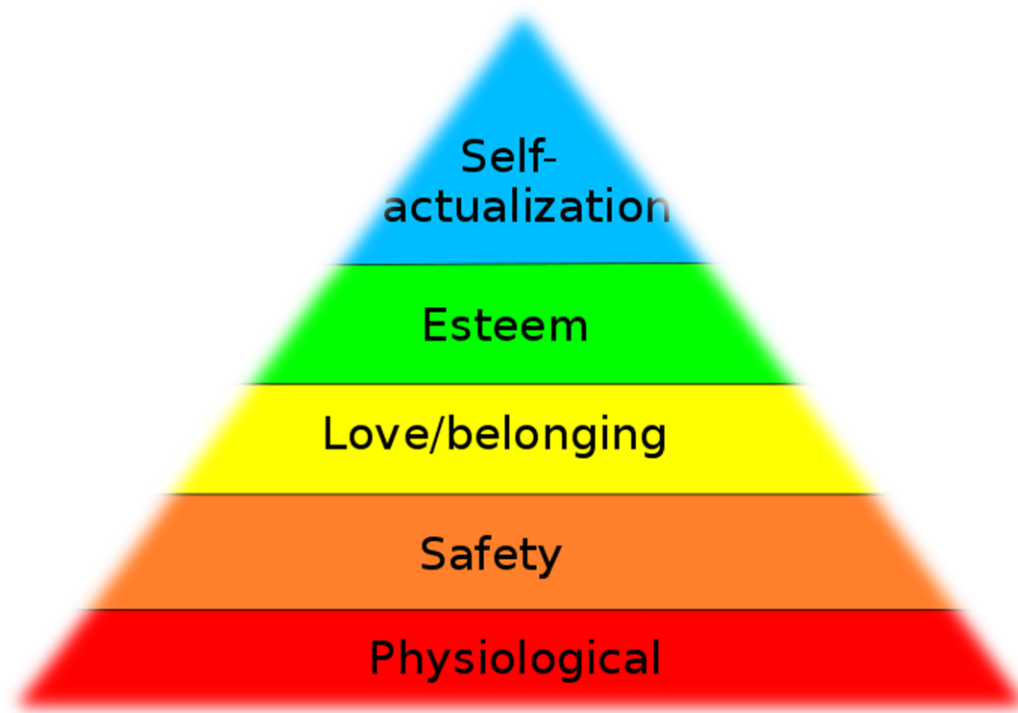


Figure 1.1 Maslow's 'Hierarchy of Needs' (1943:371)

This is all relevant for the Grade 9 boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the Managing Learner Behaviour (MLB) system. This system of the management of learner behaviour at Maritzburg College aims to provide a safe, secure and supportive environment that assists learners in gaining self-respect, appreciating the rights of others and appreciating their surroundings. The system further aims to develop:

- Self-discipline and the other core values
- Independence
- Personal academic success

Furthermore, MLB is

- A whole school approach to discipline
- A partnership of Learners, Educators and Parents
- An emphasis on the school being for learning
- An expectation that disruptive behaviour will not be tolerated

The researcher argues that there is no doubt that people appreciate positive reinforcement and acknowledgement as often as possible, which makes them feel good about themselves and want to continue to deliver. This is of particular importance in the classroom scenario as to the relationship between educator and learner. Hence through the introduction and implementation of an effective positive discipline management system, this need would be met and behaviour problems potentially reduced. Therefore, the researcher contends, that by utilising the MLB system, along with positive affirmation in managing positive learner behaviour; these will contribute significantly to the overall holistic development of the boys. The researcher contends that there is the need for the implementation of change and this is where specific selected theories and methodologies can be used to underpin this research. This process is particularly pertinent as part of positive discipline in the lives of the Grade 9 boys. Therefore, this knowledge will guide the study and allow one to attain the aims (cf. 2.2) which is to implement positive discipline to modify behaviour of 13-14 year old boys.

In the researcher's opinion and based on his teaching experience in South Africa, the issue of the management of positive learner behaviour in the classroom is possibly the bane of every educator's life, with certain age groups being of greater concern than others. International research indicates considerable angst and distress amongst learners at the early adolescent years (De Witt & Lessing, 2013: 2-3); in the South African context this would be at Grade 9 level. The reason the researcher intends to focus on this age group is because it is one of the most challenging developmental phases of the Grade 9 boys' lives and they are in need of suitable strategies for positive discipline (Berk, 2009). The study is therefore an essential component for the educator's well-being and similarly the learners, in providing potential positive management strategies that will assist the educator in overcoming some of the daily

concerns around the management of positive discipline. The ultimate goal is to develop the holistic relationship between educator and learner and reduce incidents of disruptive behaviour.

1.2 PRELIMINARY LITERATURE REVIEW

It is well documented in the research literature that with the implementation of an effective learner management system in schools including positive affirmation and acclamation, along with appropriate educator and learner, and learner on learner mentoring, that boys will perform better academically and behaviourally (cf. De Witt & Lessing, 2013:3). There has been considerable research internationally by, inter alia, Evertson and Weinstein (eds. 2013) and to a lesser extent, more recently in South Africa, on the positive and negative effects of positive classroom discipline management strategies, considering both the educator and the learner (Tiwani, 2010:20).

The researcher contends that one of the problems that educators face in the classroom is their authentic understanding of what classroom management is whilst Garrett (2014:45) argues that there is a misconception that classroom management is synonymous with discipline. It is the researcher's view that this is, of course, not the case, as it is more about forming meaningful, mutually respectful relationships between learner and educator.

As an extension of positive classroom management, the mentor-mentee system as used with adult learners has been shown to produce significant benefits. The careful nurturing of another's personal and professional growth in a collaborative and reciprocal partnership based on trust, respect, equality and encouragement, is key to the cultivation of healthy mentoring relationships which, importantly, can be replicated with learners (Pillay, 2012: 103-105).

In undertaking this specific study, the researcher relied on three theories which will now be described. Transformational Leadership Theory (Bass & Riggio, 2006), as part of educational management, was selected first. Principals who are transformational leaders are able to identify and express a school vision and motivate to their staff

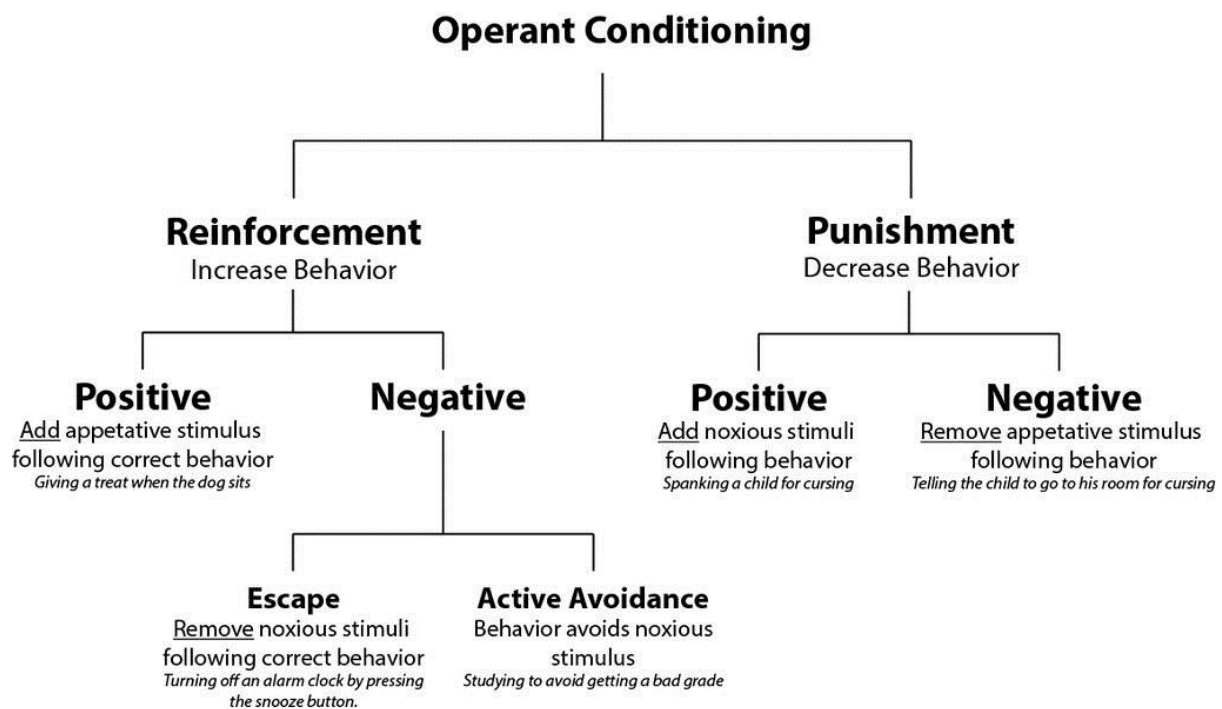
members by example. Furthermore, transformational leadership theory encourages a culture of intellectual stimulation and provides support and professional development to individual colleagues. This theory is particularly relevant as the structure at the school concerned needs a positive change to ensure that where Grade 9 learners are in a classroom environment, optimal teaching and learning could exist with limited disruptive behaviour. Initial preliminary investigation revealed that far too many Grade 9 boys were receiving punishments and that there was no form or structure of positive reinforcement beyond verbal affirmation (Talke, 2016).

According to Bass and Riggio (2006: 5) transformational leadership involves actions designed to “empower, inspire, and challenge others to achieve higher levels of functioning, and is conceptualized as involving four dimensions: inspirational motivation, idealized influence, individualized consideration and intellectual stimulation.” Leithwood and Jantzi (2006: 201) contend that transformational leadership has been suggested as “the ideal leadership style for principals of schools considering substantial reform, as change management is strength of transformational leaders.” Furthermore, transformational leadership by school principals who have been associated with positive discipline reveal a direct link with positive results which are not limited to improvements in the school environment and in teacher and staff relations (Bogler, 2005). From a South African point of view, Botha and Marishane (2011) contend that the principal could bring his unique identity in the changing policy environment and how his leadership could relate meaningfully to the complexity of the context as well as understanding how effective educational leadership can lead to positive educational outcomes. At the researcher’s school, the need for change management has been identified with particular attention to positive discipline management strategies with boys at Grade 9 level and that this research will indicate structures and mechanisms that could address this need.

The Learner Development Theories (Berk, 2009) were selected due to the Grade 9 boys being in the key stage of their overall development and exposed to numerous outside influences as they develop into adulthood. The researcher will focus predominantly on Behavioural Theory as it is possibly the most relevant to this study at this time in their development because it explains the process of human development with particular focus on Grade 9 boys of the ages 13-14. There is

consensus that development takes place in different stages and in various domains such as cognitive, physical, personality (psycho-social), moral and volitional (Berk 2009). The development is determined by both environmental and genetic factors and knowledge of the domains in education allows the educators to devise strategies to enhance the capabilities of learners in each of the domains. The success of this empowerment can potentially lead to a holistic learner who will ultimately be suitably prepared to assume his place in the millennial; not only locally but globally (Berk, 2009).

In considering behavioural theories of child development, one focuses on how environmental interaction influences behaviour and is based largely on the theory of Skinner, who believed that “development is considered a reaction to rewards, punishments, stimuli and reinforcement” (LISA VS MS, 2013: 1). Parents have long known that children respond to a system of rewards and punishments and this in itself would be an accurate description of the most basic aspect of Skinner’s beliefs. ‘Operant behaviour and operant conditioning’, Skinner’s most widely acclaimed work, is based on a system of both positive and negative reinforcement. The following diagram refers and is relevant because it shows that the behavioural development theory can help address the research questions in relation to the Grade 9 boys and assist towards the implementation of positive discipline strategies.



Positive presence of a stimulus

Negative absense of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

Figure 1.2: Operant conditioning (Lisa vs Ms: 2013)

These theories could be used to reflect on the 'whole' or 'total' learning areas that are needed for a 'holistic' empowerment of learners and ensuring that the quality of education is not compromised. In this instance the Grade 9 boys are at a critical stage in their lives and are sensitive, emotional, not always stable, seeking acknowledgement and a safe place or niche, and this will influence the way the boys in this specific phase in their lives will behave (Behavioural Theory) (Berk, 2000).

Systems Theory (Steyn & Van Niekerk, 2012: 250 - 290) is the third theory that is applicable for this study. As one deals with various chronological levels and groups, it can be used to understand the interdependent relationship between the various members of the educational community, as they relate to one another to educate the

learners holistically. A system is problem centred and has a common purpose, input and output with a defined process and order. In the educational environment, the school system consists of the educators, learners, parents, the SGB and the broader school community such as former students. The effective functioning of a whole school system such as the Managing Learner Behaviour System (MLBS) and the success thereof is ideally dependent on the collective active and positive involvement of all the members as a team. In this instance we are referring specifically to the positive discipline management strategies with the Grade 9 boys. This team is made out of different members who have effective team work in the areas of vision and goals, communication, motivation, conflict management and monitoring (Steyn & Van Niekerk, 2012: 250 - 290).

The effectiveness of the collaboration process derives its tenets from Systems Theory, in which the roles and relationships of group members is defined in terms of their activities in the education of the learners. In this specific instance one would be referring to the educators as housemasters and mentors and the senior boys as mentees being guided by a senior staff member as the coordinator; which sees them operating on different levels but inter-acting, inter-dependent and inter-related systems, “where the functioning of the whole is dependent on the interaction between the different parts” (Donald, Lazarus, & Lolwana, 2012: 37).

The three main aspects of the management of positive learner behaviour have been identified as encompassing leadership, management and administration – all of which need to be addressed (Tiwani, 2010:20). Gallardo, Yeh, Trimble & Parham (2011: 2-4) suggest the need for the development of skills for greater multicultural competence of the educators, which is relevant in South Africa’s culturally diverse educational environments. It is thus particularly important that local educators incorporate such evidenced based practices that will be clarified in the study in the positive disciplining strategies for Grade 9 boys. The awareness and wider repertoire suggested by Toporek (2011), which allows greater flexibility, will be facilitated through this study.

Before one can embark on behaviour modification it is necessary that one must first define what is meant by the term 'behaviour'. Some commonly used synonyms include "activity, action, performance, responding, response, and reaction but essentially, behaviour is anything that a person says or does" (Martin & Pear, 2014: 21). It is here that one would begin looking at the outcome that is ultimately desired for the Grade 9 boys.

Demirdag's (2015: 8) findings, in his research on 'Classroom Management and Discipline Referrals', indicate that educators who are inefficient or lacking in classroom management techniques are inclined to experience more disciplinary problems in their classrooms. These educators tend to issue more discipline referrals than those who are efficient in classroom management, therefore illustrating the need for educators to be equipped with a MLB system that is ultimately effective. Studies reveal that for effective teaching and learning and a healthy rapport between educator and learner to exist, a controlled classroom environment is essential (Walters & Frei, 2007: 8-9). Furthermore, schools that typically have a difficult time establishing and enforcing a discipline policy regularly experience teacher burnout and turnover (Mestry & Khumalo, 2012: 97-110). Thus the findings of this study will aid efficient classroom management and potentially reduce educator burnout.

According to the researcher, many educators generally find that approximately 50% of all classroom time can be consumed with activities other than instruction, which therefore illustrates the need for an effective MLB system to be implemented. As early as the 1980's McDaniel (1987: 115) advocated a comprehensive approach to effective classroom discipline by implementing best practices adopted from each of the four theories of discipline, namely "the authoritarian, behavioural, human-relations and pedagogical models." From a South African perspective, inappropriate behaviour by learners in South African schools is of primary concern for all educators in the teaching profession. However, the researcher debates that this is often seen as the key role and responsibility of educators in managing problem behaviour and can therefore have a significant effect on the educators' quality of life in the workplace. Although the preliminary exploration of this study indicates that not all educators experience excessive emotional reactions that may contribute to stress, it appears that

“undisciplined behaviour is the source of irritation, makes demands on teachers’ tempers and causes aggression” (De Witt & Lessing, 2013: 6).

A further extension is the role that SGBs should and could be playing. One of the major findings of the research of Mestry and Khumalo (2012: 97-110) reveals that many rural school governors are deficient in the relevant knowledge and skills to establish and impose a learner code of conduct effectively with specific reference to discipline. In the researcher’s view, other complications for a SGB are that the body is far removed from the day-to-day operations of the school, and consequently fail to comprehend the seriousness of discipline issues and to enforce the learner code of conduct adequately.

Evertson and Weinstein (2015:5) suggest that “external reward and punishment strategies are not seen as optimal for promoting academic and social-emotional growth and self-regulated behaviour.” However, further studies reveal that when contextual factors are altered (e.g., clear routines, high rates of positive vs. negative feedback, clear adult presence) it has also been associated with the creation of more positive school environments that are conducive to teaching and learning and result in increases in learner time on task, teacher use of praise, and improved perceptions of school safety (Lewis, 2009: 74 -76).

This literature background provides empirical evidence supporting the premise that the reinforcement of positive discipline management strategies (MLB) could have the desired effect on teaching and learning and pastoral care on the Grade 9 boys, but the hypothesis needs to be tested through research.

1.3 THE RESEARCH PROBLEM

The introduction and background above now lead to the problem statement of the study that can be phrased as a research question, namely: **How should positive discipline of Grade 9 boys be managed at a selected public fee paying school in KwaZulu-Natal province?**

The subsidiary research questions that directed this study are:

- How can educators, acting as mentors, improve learner behaviour amongst Grade 9 boys?
- How can educators assist in implementing positive discipline management strategies to improve learner behaviour of Grade 9 boys?
- Which positive discipline management strategies have been the most successful with these Grade 9 boys?

These research sub-questions will also guide the researcher towards answering the research question.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The main objective of the study is to determine how positive discipline of Grade 9 boys should be managed at a selected public fee paying school in KwaZulu-Natal province.

This objective leads to the sub-aims of the study, namely to:

- determine how learner behaviour will improve by educators acting as mentors
- determine how educators can assist in establishing and implementing positive discipline management strategies that will help in improving learner behaviour of Grade 9 boys; and
- determine which positive discipline management strategies have been successful with Grade 9 boys.

1.5 RESEARCH METHODOLOGY

1.5.1 Research approach

The researcher will be utilising a quantitative research approach following the collection of empirical evidence as part of the research process. Data will be collected, analysed and tested for statistical significance which will help to substantiate which strategies are effective. Aliaga and Gunderson (2000:2) describe a quantitative research approach as “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)”.

The first aspect of this research approach is 'explaining phenomena' which in this case will be answering the subsidiary research questions that the establishment and implementation of a successful positive discipline management strategy will improve the behaviour of Grade 9 boys as well as explaining and answering, 'Which positive discipline management strategies have been the most successful with these Grade 9 boys?'

The researcher is of the opinion that quantitative methodology is the most appropriate as he wishes to emphasise quantification in the form of the collection of numerical data as well as the analysis thereof. The exactitude of quantitative research lies in the second part of the definition. This is closely connected to the final part of the definition: "analysis using mathematically based methods" (Aliaga & Gunderson, 2000:2). In order to be able to use mathematically based methods, our data have to be in numerical form. The subsidiary question, 'how can educators assist in implementing positive discipline management strategies to improve learner behaviour of Grade 9 boys?' demands quantitative research and an answer of a numerical nature. The items under review will fall into categories of either positive or negative behaviours. There will potentially be a range which could be rated as really good or a little bad.

According to Bryman and Bell (2015), research instruments need to be directed specifically at changing incidents that do not naturally exist into a quantitative form which one can analyse statistically. In this specific study the researcher wants to collect data on Grade 11 boys' behaviour records at the College prior to a new system being implemented and from current Grade 9 boys who will be experiencing a new system. The reason one would select current Grade 11 boys is to backward determine Grade 9 number of misconducts (negative behaviour) and merits (positive affirmation and behaviour) findings from two years prior. This data would potentially be beneficial in answering the researcher's question and sub-questions.

A quantitative research study usually ends with the confirmation or disconfirmation of the research question asked, in other words, it will address the requirements of the researcher's paradigm, namely a positivist one. Most quantitative researchers try to identify cause and effect relationships that enable them to make probabilistic predictions and generalisations (Bryman & Bell, 2015). Furthermore, it entails a

deductive approach to the relationship between theory and research where the emphasis is on the testing of the theories. It also consolidates the practices and norms of the natural scientific model and positivism, and also incorporates a view of social reality as an external objective reality.

The research design that the researcher plans to use for this study is a case study. Case studies can refer to a process, activity, event, programme or individual or multiple individuals (Fouche & De Vos, 2003). The population that this study focuses on is the learners, educators and parents/guardians of the selected school. The data analyses focuses on three phenomena which the researcher chose to understand in depth regardless of the number of participants for the study (McMillan & Schumacher, 2001). The case study design allows the researcher to use multiple sources to collect data. "The exploration and description of the case take place through detailed, in-depth data collection methods, involving multiple sources of information that are rich in context" (Fouche, 2002: 275).

1.5.2 Population and sampling

The population of the study in this case are all the male learners in the selected school, educators who are mentors, and parents/guardians. The learners are of the male gender and between the ages of 14 and 18. The researcher contends that the current multi-cultural demography of learners better represents that in society – the society being Pietermaritzburg. The researcher has had extensive experience with learners both internationally and locally with appropriate data available. Educational instruction at this school is provided for Grades 8 to 12 following the National Curriculum as implemented by the Department of Education. The English medium school accommodates on average, 1328 pupils comprised of day scholars (890) and boarders (438).

Purposeful sampling (Bryman & Bell, 2015) is selected as the sample of the study, referred to as respondents, will be recruited from a public fee paying school based in Pietermaritzburg, South Africa. The size of the two groups to be sampled would be 283 in Grade 9 and 248 in Grade 11. The educators (mentors) will also be sampled of

which there are a total of 50. Members of the community (parents) will also be sampled.

1.5.3 Instrumentation and data collection techniques

When a researcher collects data in quantitative educational research, one has to collect them from someone or something. The people or things (for example schools) one collects data on or from are known as 'units'. The data that one is collecting from these units are known as 'variables'. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem) where the label 'variable' refers to the fact that these data will differ between units (Muijs, 2013: 8).

The researcher is directly responsible and accountable for the overall well-being of all boys and educators in his care and is a participant observer as he is the person who will complete the recording of data. Furthermore, he has a vested interest in both the school and the research which 'points' towards transformational leadership theory and he will ensure the compilation by examining the data as explained in paragraph 1.5.1.

The respondents are known to the researcher so they should not feel threatened by the process and have completed a number of surveys in the recent past. Empirical data will be collected on every boy in Grade 9 and Grade 11 through FrontOffice Learner Management System (this is a system that records all the learners' personal details, absenteeism, marks, co-curricular activities, misdemeanours, merits etc.). The data will reflect all the misconducts (negative behaviour) and the merit rewards (positive behaviour) and this evidence will be analysed statistically. Furthermore, they will complete an online web based survey on SurveyMonkey, as will the educators.

1.5.4 Data analysis and interpretation

FrontOffice is a schools' administrative programme based on Microsoft Access. Student data is stored by all staff interacting with the learners in all aspects of school life, namely academic, pastoral and co-curricular. The administrators have full rights and, as such, can design summative assessments either within Microsoft Access or by exporting tables and /or queries to Excel. As the study is based on empirical and

ultimately quantitative data, FrontOffice provides excellent, accurate and confidential data which can then be appropriately analysed. It is empirical binary data drawn from the items listed/entered on FrontOffice which is a data collection tool. The data will then be analysed statistically. Data from the online web-based survey questionnaire completed by both the educators and learners will be provided off SurveyMonkey which will also be analysed statistically.

1.6 RELIABILITY AND VALIDITY OF RESEARCH

FrontOffice contains only empirical binary data of consistent indicators. It reflects all merits and misconducts without any omission. This consistency of measure will ensure that the data is reliable. This data is the reflection of the number of misdemeanours and merits recorded by the staff. Thus the data will have measurement validity as the data obtained have really measured the concept at issue (Bryman & Bell, 2015). Validity, as defined by De Vos, Strydom, Fouché & Delport (2012), refers to “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” and that truthfulness, accuracy, genuineness and soundness are synonyms for validity. This implies that the design of the measuring instrument (survey and questionnaire on SurveyMonkey) must be valid so that the collection of data can lead to an accurate conclusion and that the questionnaire actually measures what it is intended to measure. Establishing the validity and reliability of measures is important for assessing their quality.

1.7 PLANNING OF THE STUDY

Chapter 1 provides an introduction and background to the research and includes the problem statement; the aim of the research; and preliminary literature review. An outline of the research methodology is provided and the key concepts that will be used in the research are explained.

Chapter 2 presents an overview of literature presenting existing and relevant knowledge of managing learner behaviour in general and at school for boys in particular. The research should lead the reader to a better understanding of the problem statement and previous work done in the field of positive behaviour models.

The benefits of a positive behaviour management strategy are identified, with appropriate models being mentioned with the potential to implement are discussed.

Chapter 3 gives a complete explanation of the quantitative research design. The sample population and participants are discussed and the procedure of the research. The chapter concludes with the data collection strategies, ethical procedures and data analysis.

Chapter 4 provides an exposition of the data analysis and a description of the empirical research findings and discussions thereof, based on the statistics using quantitative research methodology.

Chapter 5 comprises a summary of the findings and conclusions. The limitations of the study are discussed and recommendations for educators, principals and the SGBs and future research are mentioned.

1.8 DEFINITION OF KEY CONCEPTS

In order to place the research in context, one has to place the terminologies in perspective of the research participants and the study holistically.

1.8.1 Management

Management is “the activity of getting things done with the aid of people and other resources” (Boddy, 2005:13). According to Smit, Cronjé, De, Brevis & Vrba (2007:9) “it is a process that includes four management functions, namely planning, organising, leading and controlling of resources to achieve organisational goals.”

1.8.2 Mentorship of boys by educators and senior boys

Mentorship is “a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn” (Farren, 2006:1-7).

1.8.3 Managing Learner Behaviour (MLB)

A pastoral care system devised and implemented by the researcher at Maritzburg College in 2013. The system is fluid and continually being worked on as more information and relevant research outcomes are applied. For effective learning to take place there needs to be a classroom atmosphere that insists that boys respect others’ right to learn. Educators must be able to teach and obtain positive outcomes from their teaching. Behaviour is best managed in a systematic manner with a consistent wide school approach with clear standards and expectations understood by the boys, staff and parents. The foundation should be positive affirmation (Maslow, 1943) but in cases where this is unsuccessful, corrective measures may need to be implemented.

The system aims to provide a safe, secure and supportive environment that assists boys in gaining self-respect, appreciating the rights of others and appreciating their surroundings. Furthermore, it also helps to develop self-discipline, independence, personal academic success and the other core values of Maritzburg College (Talke, 2016: 2-14).

1.8.4 Grade 9 Boy

A learner in a school sense is a person from the ages of 13 to 14 who is learning a subject or skill with the ultimate focus being on Grade 9 boys in this study (Collins, 2012).

1.8.5 Behaviour

According to Martin and Pear “Some commonly used synonyms include ‘activity’, ‘action’, ‘performance’, ‘responding’, ‘response’, and ‘reaction’ but essentially, behaviour is “anything that a person says or does” (Martin & Pear, 2014: 21). This is a point of departure in looking at the outcome that is ultimately desired from the Grade 9 boys to ensure positive behaviour.

1.8.6 Positive discipline

The word has its origins in Latin. *Disco* – means to learn, and *discipline* – means to communicate knowledge. Discipline in the educational sense of the word means that educators need to exercise their authority in the best interest of the learner focussing ideally on the development of self-discipline, independence and maturity. The discipline should always be “firm, consistent and positive” (WCED, 2007:27). The emphasis here is essentially on positive discipline. According to Nelson, Lott & Glenn (2013:3) positive discipline is best described as “a discipline model used by schools, and in parenting, that focuses on the positive points of behaviour, based on the idea that there are no bad children, just good and bad behaviours.”

1.8.7 Emotional Intelligence (EQ)

Emotional Intelligence “is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour” (Goleman, 2013: 257). It is a critical part of the curriculum for the development of educators in meeting the needs of the learners in the classroom so that they are fully integrated and functioning members of society (Coetzee & Jansen, 2007: 1-2). Educator professional development may increase the cultural awareness as suggested by Toperek (2011; 267-268). Together with the thesis proposed in the research study, educators may have a better learning environment through fewer poor discipline issues.

1.8.8 Empirical survey

An empirical survey is a way of gaining knowledge by means of direct and indirect observation or experience. For this research, empirical evidence gained through the survey will be analysed quantitatively (Bryman & Bell, 2007:18).

1.9 CONCLUSION

Background information has been presented on the identified problem and is further supported by the findings of the short literature review. This review suggests that 'Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in Pietermaritzburg, KwaZulu-Natal Province', with the focus on positive discipline to ensure effective teaching and learning, is a topic that is relevant and worthy of research. Aims have been set for the research programme and a research design as well as data collection methods, materials and procedures selected and explained. Positive discipline is essential for the Grade 9 boys as they are in the crucial development phase with its own particular challenges (emotional, physical and social). It is anticipated that the suggested study will build on the existing body of knowledge in order to deepen the understanding of Grade 9 boys and the managing of their behaviour thereby potentially benefitting educators and learners around South Africa and internationally as well.

In the next chapter attention will be focussed on recent literature which presents existing and relevant knowledge of managing Grade 9 learner behaviour focussing on positive discipline models.

CHAPTER 2: LITERARY REVIEW OF MANAGING LEARNER BEHAVIOUR OF BOYS

2.1 INTRODUCTION

Chapter 2 presents an overview of literature presenting existing and relevant knowledge of managing learner behaviour in general and at a school for boys in particular. The research should lead the reader to a better understanding of the problem statement and previous work done in the field of positive behaviour models. The benefits of a positive behaviour management strategy are identified, with appropriate models being mentioned with the potential to implement are discussed.

The management of learner behaviour constitutes a problem in South African secondary schools as suggested in scholarly publications (Eloff, Oosthuizen, & Steyn, 2010) and Lacton (2012). Furthermore, Lacton (2012) indicated that learners and educators face threats to their safety in the school environment, owing to a deficiency of a proper and effective classroom management strategy to monitor learner discipline. Further research of eight international education systems including England, Australia and New Zealand by Wolhuter and Russo (2013) suggests that this is not limited to South Africa but is a world-wide problem.

The review of the research literature included books, journal articles and professional documents to address the research topic of managing learner behaviour of Grade 9 boys at a public fee paying secondary school in Pietermaritzburg, KwaZulu-Natal Province. There are seven sections to be discussed in this chapter, namely the concept of classroom and learner management; positive classroom and learner management; the effect of positive classroom and learner management on learner behaviour; an effective management of learner behaviour system; theories on learner behaviour which include transformational leadership, learner development theory focussing primarily on behavioural theory and systems theory; the mentoring of boy learners in a boy's school; the link between a behaviour management system and finally the effective mentoring of boys.

The guidelines that will be provided at the end of the study will build on the existing body of knowledge in order to extend the understanding of Grade 9 boys and the managing of their behaviour, thereby potentially benefitting educators and learners around South Africa as well as internationally.

2.2 THE CONCEPTS OF CLASSROOM AND LEARNER MANAGEMENT

2.2.1 What is Classroom Management?

A narrow view of classroom management sees it primarily as the discipline and management of learner behaviour and reducing or limiting incidents of misbehaviour. Larrivee (2005:6) noted that “classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies and an organisational structure to support productive learning”.

According to Wong, Wong, Rogers, and Brooks (2012: 61), “classroom management refers to all the things that a teacher does to organise students, space, time, and materials so that student learning can take place”. Effective educators, who establish an efficient management system from the beginning of the school year, will have more time to devote to student learning than educators who are constantly trying to use an inefficient management system.

Despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control learner behaviour, there remains an overall impression that classroom management is primarily about good discipline. Ultimately, effective classroom management will be up to the educator and his relationship with the learners.

2.2.2 Discipline and classroom management

Discipline’s “most typical current meaning seems to be most associated with the notion of bringing children into line” (Skiba & Peterson, 2003: 66); how educators accomplish that is often determined by their assumptions about how pupils learn, grow and develop. The history of positive discipline and classroom management models is

based on the original research done by Viennese psychiatrists Alfred Adler and Rudolf Dreikurs, and was introduced in Vienna in the early 1920s (Nelsen, Lott & Glenn, 2011). As previously mentioned, the combination of positive discipline within the classroom management structure should result in a better overall relationship with both the educator and the learner and it is about finding and selecting a suitable model to meet the needs. The aim of these models is to develop mutually respectful relationships and teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive.

Nelson, Lott & Glenn (2011) suggest that the success of the models is dependent on the following techniques and concepts being utilised effectively by the teachers:

- The need for mutual respect. Teachers model firmness by respecting themselves and the needs of the situation and kindness by respecting the needs of their pupils;
- The need to identify the belief behind the behaviour as effective discipline recognises the reasons pupils do what they do and works to change those beliefs, rather than merely attempting to change the behaviour;
- The need for effective communication and problem solving skills;
- The need for discipline that teaches and is neither permissive nor punitive;
- The need to focus on solutions rather than on punishment;
- The need for encouragement and not just praise as encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Studies of the implementation of positive discipline techniques have shown that they do produce significant results. A study of school-wide implementation of classroom meetings in a lower-income Sacramento elementary school over a four-year period showed that suspensions decreased (from 64 annually to 4 annually), vandalism decreased (from 24 episodes to 2) and teachers reported improvement in classroom atmosphere, behaviour, attitudes and academic performance (Nelson et al. 2011).

The following quote by an American school principal on the success and positive impact of positive discipline after only 3 months is of relevance (Nelson et al.:3):

"I believe we have a different environment in our school when it comes to our interaction with each other. There are problems, but the percentage of negative interaction is going down. I am not dealing with conflicts in the office in the same quantity."

The aforementioned research findings are sound reasons for schools to implement positive discipline as an integral part of better classroom management. The learners will benefit the most and that is of course the essence for every educator: what is best practice for them so that they can be the best that they can be?

2.2.3 How do educators learn classroom management practices?

According to Allen (2010), one of the first place educators learn classroom management practices is in the very classrooms that they inhabited for twelve or more years as learners. Research by inter alia Fajet, Bello, Leftwich, Mesler and Shaver (2005) indicates that preservice educators develop perceptions about classroom management from their own experiences as learners, and that they bring these perceptions with them when they enrol in educator preparation courses. This study also indicates that these perceptions persist well into educators' early years of teaching.

Allen (2010) also believes that educators learn classroom management practices in the schools where they do observations and student teaching. It can be assumed that the impact of this learning is determined by the variety and quality of what students observe in actual classrooms. If the modelling of experienced educators is of one particular type or of a poor standard, then student educators may have a limited set of skills to mirror. They will, of course, also learn about classroom management in their lecture classes.

Allen (2010) additionally contends that practicing educators continue to learn about classroom management, but usually in far less formal ways. Educators may attend professional development workshops that deal with management and behaviour issues, or they may initiate learning on their own, seeking out books and materials that offer insight and support for dealing with behaviour and management problems in the classroom. Educators, moreover, are part of communities of practice where they often share knowledge with one another. Learning is situated in contexts, and school is a context where adults as well as students learn from one another. Ultimately educators' beliefs, knowledge, ideas, and practices with regard to classroom management are affected by the social context of the school and by educators' contact with one another (Allen 2010).

It is true that educators will also learn by trial and error and what best suits their particular environment as no two schools' learners would be exactly the same. With guidance and support from management and continual professional development they will find the relevant classroom management practice.

2.2.4 What is Learner Management?

It should be the aim of every school to ensure that they have a safe and orderly learning environment. This is best achieved by creating an atmosphere where the learners are actively engaged in the curriculum and are provided with interesting ways to learn, where they feel cared for by the educators and develop a sense of belonging to the school. In an ideal world, the educators should know them well, build on their strengths and encourage them to persist with tasks until they succeed. In short, learners are more likely to behave well if they are in an environment where they feel respected and competent (Lacton, 2012). Research and anecdotal experience indicates that if educators are able to create such an ethos then many potential behaviour problems will be prevented. The essence of successful learner management is acting to meet their needs rather than simply reacting when they misbehave.

The educators who are most effective, approach learner management in a certain way. Firstly, they understand that behaviour is learned, and so with those learners who regularly misbehave they see their job as helping them to learn more productive and responsible behaviour. Secondly, they understand that behaviour is influenced by the situation in which it occurs, and so they act to change the learner's behaviour by altering some aspects of the classroom situation. Thirdly, they know that misbehaviour serves a purpose for each learner, and so they take action to enable them to find ways of belonging in more socially acceptable ways. In other words, we want our staff in schools to view learner behaviour in educational terms, and have educational strategies to manage it, rather than trying to understand it as a mental health professional might (Eloff et al., 2010). Educators have control over many variables within the classroom and school that influence how learners behave – and their efforts are best directed at changing these factors to produce better learner behaviour.

2.3 THE THEORIES ON LEARNER BEHAVIOUR

When researching learner behaviour, it is necessary to consider a number of theories on the topic that are pertinent. It is the opinion of the researcher, that the theories selected are relevant to implement and assist change and positive discipline in classroom management. In this regard the following are considered:

2.3.1 Transformational Leadership

The purpose of this research is to see whether transformational leadership can be a viable approach for a positive change in the educational system. One could say that an essential aspect with which leaders are concerned is change. Can transformational leadership assist in a transformational change in education? In the context of education, the principal is the leader of the school as an organisation, and takes part in various management activities in order to achieve the goal of the organisation (Steyn & Van Niekerk, 2012). He would therefore be 'key' in implementing educational change.

According to Hallinger (2003), principals as transformational leaders create a common vision, establish a consensus among staff members, and inspire educators to

accomplish this vision through a more autonomous process. They use their shared vision to create a supportive school climate in order to solicit change and manage school reform.

According to Mora and Țiclău (2012: 77) “leaders are agents of change, be they at organisational level or at societal level; they represent the catalysts of social movements; they can fulfil this role by inspiring those around them, setting an example and creating a vision of the future that is both attractive and credible”. This is one of the assumptions of transformational leadership theory, namely that leaders are capable of creating meaningful change for the world around them.

As mentioned in Chapter One, transformational leadership comprises of four major elements which are covered in more detail now (Avolio & Bass, 2004):

- *Idealised influence* – refers to the level of respect, trust and admiration that leaders get from their followers. This includes idealised attributes (qualities that the followers identify in the leader as exceptional and that induce respect and pride) and idealised behaviours (specific behaviours that are highly regarded and valued by the followers). Idealised influence occurs when leaders set good examples to others as effective role models, engender their trust and respect, and lead through the demonstration of personally held values.
- *Inspirational motivation* – refers to the capacity of the leader to inspire those around him and to look at the future in an optimistic way. This raises both enthusiasm about what people are working on and confidence regarding the future achievements. Leaders who engage in inspirational motivation communicate high expectations, inspire and energise others to go beyond minimally accepted standards.
- *Intellectual stimulation* – refers to the capability of the leaders to arouse followers to think outside the box, to challenge their assumptions and to come up with new ideas or solutions for the problems they face. In other words, transformational leaders encourage creative thinking and nurture an open minded environment.

- *Individual consideration* – is seen when leaders understand the differences (in needs) between followers and adapt their behaviour accordingly. Transformational leaders are excellent coaches or mentors and constantly try to encourage personal development of their followers. Individualised consideration involves recognising individual needs, displaying a genuine sense of care and concern, and celebrating others' personal achievements.

The researcher is the principal at his current school and has been and will be responsible for implementing change in the current system of managing learner behaviour. The introduction of positive discipline as an integral part of classroom management will be driven by the principal with support from senior management, middle management in the form of housemaster and ultimately the classroom educator.

2.3.2 Learner Development Theory

There are various theorists in the field of educational psychology who explain the process of human development. According to Berk (2009) there is agreement that development takes place in different stages and in various areas of interest (domains) such as cognitive, physical, personality (psycho-social), moral and volitional. The development is determined by both environmental and genetic factors. Knowledge of these domains in education allows the educators to devise methods to enhance the capabilities of learners in them. The success of the empowerment leads to a holistic learner who is equipped to compete effectively in any environment.

Furthermore, the learner development theories are used to reflect on the 'whole' or 'total' learning areas that are needed for a 'holistic' empowerment of learners and ensuring that the quality of education is not compromised. Each of the learner development domains shows the specific areas that stakeholders can contribute towards to ensure a balance development of the learners (Berk, 2009).

Sigmund Freud believed that each stage of a child's development beginning at birth is directly related to specific needs and demands, each based on a particular body part and all rooted in a sexual base (Grace, 2015). Furthermore, he believed that the

puberty stage was the least complicated in childhood, believing that during these years, children focus their energies on their schooling as well as forming friendship bonds with other children of their own gender. During the Genital Stage: From Puberty On, he theorised that the onset of puberty represented the reawakening of sexual urges. At this more mature age, however, adolescents focus not only on their genitals, but also on developing sexual relationships with members of the opposite sex and on seeking sexual satisfaction. What is of significance throughout the phase though is the role that the parents play during each of the stages and had a profound and lasting impact on the overall development of the child's psyche (Grace 2015).

According to American psychologist Kohlberg (Grace, 2012), six stages of moral development exist with educators primarily focussed on the conventional level, namely Stage 3 (good boy orientation). Good behaviour is considered by the child to be meeting what they believed their parents and educators expected from them with the ultimate goal being to be good. In Stage 4 (law and order orientation) obeying rules, respecting authority and fulfilling perceived obligations provide motivation for behaviour.

While evolving is a lifelong process, especially when it comes to achieving a status of consistently morally, admirable behaviour, there are things that parents and educators can do to help their children to learn to make good choices. Providing them with decent adult role models is vital, since children learn far more by what they see their parents doing than they ever could from listening to a line list of rules. Additionally, offering positive feedback when children are caring, generous, and considerate will help them to know when they are on the right track. This is certainly of relevance to the educator in the classroom environment (Grace, 2015).

This view aligns strongly with the theory of Skinner who believed that development is considered a reaction to rewards, punishments, stimuli and reinforcement (Grace, 2016). Parents have long known that children respond to a system of rewards and punishments and this in itself would be an accurate description of the most basic aspect of Skinner's theory. One of the aspects important to human behaviour, though, is the feelings associated with behaviour that is controlled by conditioning. When previous behaviours have been rewarded, children are likely to repeat those behaviours happily and willingly, feeling that they are doing what they 'want' to be

doing. If, on the other hand, children choose behaviours in order to avoid a repeat of negative reinforcement, they may behave appropriately, but will be inclined to feel that their freedoms are being suppressed. In reality, the actual freedom still exists, of course. Children, like the rest of us, are free to behave in any manner that they choose, as long as they are willing to accept the consequences of their actions.

According to Skinner (Grace, 2016) behaviour modification typically consists of changing the consequences of an action or applying new consequences to guide behaviour. In the past, most parents and educators chose to control the behaviour of their children by using negative reinforcement, that is, misbehaviour or disregarding house rules resulted in punishments. Today, many parents and school systems are inclined to provide positive reinforcement to encourage good behaviour, reserving negative reinforcement techniques only as a last resort. While the results are not usually as immediate, they are typically seen as healthier, providing children with appropriate behavioural guidelines while allowing them their dignity.

In this research the focus is on Grade 9 learners (boys) who are in a crucial development stage of their lives with particular attention being paid to behavioural theory. Why? From the researcher's anecdotal evidence, boys are very emotional and not always so 'stable' and this will potentially influence their behaviour in this specific phase of their lives. Aligned with this also is their emotional intelligence which at this point is greatly under-developed in most instances. Finally, encouraging children, especially as they get older, to think through their actions and be brave enough to stand up for what they believe in will help them to know that they have not only a right, but an obligation to be their best that they can be.

2.3.3 Systems Theory

A systems theory perspective will allow a deeper understanding of general nature and society as a whole. This knowledge of elements, interconnections, and purposes of people, organisations, and communities will help in understanding the larger picture of the relationships and function of the society.

The systems theory can be used to understand the interdependent relationship between the various members of the educational community, as they relate to one another to educate the learners holistically. A system is problem centred and has a common purpose, input and output with a defined process and order (Steyn & Van Niekerk, 2012).

According to Glogowski (2016) systems consist of more than just the sum of its parts and are made up of three parts, which are elements, interconnections, and purpose. The purpose of a system is the most important part of a system's behaviour as it reveals itself through the series of events of time, by uncovering the interactions and connections between how information flows from one event or element to the other (Meadows & Wright, 2008). In addition, Bertalanffy (2006) explained general systems theory as the science of wholeness and the complex interacting of components. Both Bertalanffy (2006) and Meadows & Wright (2008) explained that systems theory is instrumental in developing a clearer understanding of elements and their interrelationships while the system operates under the constraints of specific conditions.

In the educational environment, the school system consists of the educators, learners, parents, the SGB and the broader school community such as former students. The effective functioning of a whole school system such as the Managing Learner Behaviour system (MLB) and the success thereof is ideally dependent on the collective, active and positive involvement of all the members as a team.

Glogowski (2016) is of the opinion that the family systems theory is a theory of human behaviour which views the family as an emotional unit and uses systems thinking to describe the complex interactions in the unit. It is the nature of a family that its

members are intensely connected emotionally. This would appear to be pertinent in this context as the houses in which the boys are placed at the school in question are a microcosm of the family unit – a ‘home from home’ situation. Each learner has an educator mentor as well as an older boy as a mentor as well. If they are in boarding this system is replicated in each boarding house. The learners have contact with their mentors on a daily basis and follow a co-ordinated mentor programme on a weekly basis where their needs and concerns are continually being monitored and addressed as required.

2.4 POSITIVE CLASSROOM AND LEARNER MANAGEMENT

Significant research has been conducted around the world on the impact of positive classroom and learner management in reducing behaviour problems in the classroom. One example of such practice is school-wide positive behavioural interventions and supports (SWPBIS) due to its large-scale implementation across the nation in more than 20,000 schools in the United States (Horner, Sugai & Anderson, 2010). SWPBIS is a systems-level preventive approach to managing school-wide behaviour problems. It is based on a preventive framework that includes the application of behaviourally based principles to address problem behaviour in schools. The approach focuses on creating and sustaining primary, secondary, and tertiary systems of support in a framework for implementation that supports the adoption and implementation of evidence-based practices. A growing body of research supports the effectiveness of SWPBIS (Horner *et al*, 2010). It has been shown in randomised controlled trials to be effective in reducing learner discipline referrals, suspensions, and bullying as well as improving academic achievement, emotional regulation and school safety (Bradshaw, Waasdorp & Leaf, 2012).

Browne (2013) believes that by building positive relationships, in addition to teaching conflict resolution, self-control, valuable social skills and having educators who reward competence and encourage trust, can provide learners with protective factors which can facilitate improved functioning in adulthood. Class-wide intervention strategies enable educators to direct instruction to appropriate behaviour, not only to those learners displaying challenging behaviour, but to the whole class, strengthening the positive environment. Key stakeholders such as the learners themselves, their

teachers, parents, the wider school and community have the potential to benefit from such approaches.

Furthermore, due to Browne's (2013) research at schools in New Zealand to create positive classroom and improved learner management, the following findings were established: practical strategies educators can implement include self-monitoring of educator-learner communication to ensure that verbal interaction with learners is clear, positive, and encourages them to feel comfortable requesting help and clarification of teaching instruction. This can be strengthened by checking understanding of instructions. With positive communication, educators may prevent challenging behaviour from occurring through reminders of expected classroom behaviour in order to maintain a positive learning environment. Another significant implication for practice identified in this review was the effectiveness that use of positive reinforcement strategies can have on increasing positive learner behaviour. Positive reinforcement strategies which can prove effective with secondary school learners include the use of a token economy system (where tokens can be exchanged for a reward that is meaningful to the learner), tangible rewards, praise, a preferred activity or free time. Although the studies under investigation showed positive results for the use of various positive stimuli, it is important to highlight the necessity of ensuring that learners find the reward reinforcing (Catania, 2000). Educators can do this by simply asking learners what they would like to receive as a consequence, for example, for completing a requested task (which will be practical for use in the classroom). This ensures that the use of positive reinforcement serves its intended purpose.

Looking at a South African context, an important shift of focus in the effective management of learner behaviour is the development and management of positive relationships between learners and between learners and educators. A climate of trust and understanding of each other is essential as a basis for the building of relationships and it must be developed and implemented by the whole school and class. If this is the case, mutual respect, caring, knowledge of each other's feelings, an "I belong"-feeling and the willingness to take responsibility for own actions and deeds can be achieved more easily.

According to Segalo (2015), Section 8 of the South African Schools Act 84 of 1996 requires schools to have a purposive learner management environment for quality education. A purposive learning environment is one which supports quality education for all the learners at the school. Furthermore, a purposive learning environment is one in which all learners are treated equally and are protected from any harm or disturbance that might mar their teaching or learning at the school.

In the implementation of learner management, schools and educators are guided by statutory law and policies as well as professional ethics. Learner behavioural management is about positive approaches to teach a child self-control and confidence and therefore requires careful implementation (Segalo, 2015). Management of learner behaviour by a code of conduct could be viewed as being preventative in nature because it refers to basic rights, rules and consequences. Children's right to a safe learning environment is an important consideration in their behavioural management. Despite the processes that educators employ using a code of conduct for learners to manage their behaviour, the interpretation of these processes at the classroom floor level depends on the teachers themselves, school culture and learner home environment (Bechuke & Debeila, 2012).

From the available research it is evident that the creation of a positive classroom and learner management by the educators is essential in forging better relationships and outcomes.

2.5 THE EFFECT OF POSITIVE CLASSROOM AND LEARNER MANAGEMENT ON LEARNER BEHAVIOUR

For positive classroom and learner management to have a positive effect, it must be well managed as it involves an attitude and work ethic that are driven by good professional behaviour, support structures and good planning. Furthermore, realising a permanent belief in the system requires active leadership. The important role players are the school management team, educators, learners, representative council of learners, class representatives or prefects and the school governing body (SGB). The South African Schools Act, 1996 (RSA, 1996) places a duty on school governing bodies and educators to ensure that discipline is maintained within schools. The Code

of Professional Ethics for Educators, as drawn up by the South African Council of Educators (SACE), places a duty on educators to place the security and the best interest of learners first at all times. It is expected of an educator to take the same measure of care in respect of learners as would be taken by a reasonable caring parent. Section 12 of the Bill of Rights, as stated in the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996), provides that every person has the right to freedom and security. Section 24 refers to the right to an environment that is not harmful to a person's health or well-being.

The Bill of Rights (RSA, 1996) determines that positive discipline should be promoted; self-discipline should be developed and exemplary actions should be established through the regulation of behaviour. Furthermore, disciplinary measures are regarded as being unreasonable when they are excessive and administered in an irresponsible manner; they cause physical or psychological pain and damage; there is no clear reason for the punishment measure and it is not age-appropriate.

The management of a culture of positive behaviour is a co-ordinated and integrated approach with a clear task for each role player to ensure positive behaviour.

Emekako and Van Wyk (2016) contend that the effects of positive classroom and learner management on learner behaviour are that it helps develop in school a culture of total wellness, and supports the teaching of responsibility and positive symbiotic relationship between learner and educator. This approach focuses on allowing learners the opportunity to grow positively and also make good decisions. Furthermore, this aligns with Glasser's Choice Theory (2009) which employs educators to teach learners about taking responsibility for their choices/decisions.

Choice Theory, developed by Glasser, is the explanation of human behaviour based on internal motivation. As Glasser explains in Choice Theory, all of our behaviour is chosen as we continually attempt to meet one or more of the five basic needs that are part of our genetic structure.

An understanding of these needs as well as the other major components of Choice Theory (The Basic Needs, The Quality World, The Perceived World, The Comparing Place, and the Total Behaviour System) can help us build and maintain better relationships with the important people in our lives and lead happier, more satisfying lives (Glasser 2009).

Looking at this in a South African context and from evidence obtained from a recent case study conducted in Gauteng by Dhlamini (2014), it was recommended that educators inculcate good and acceptable behaviour in learners and combat all undesirable behaviour, namely bad language, dishonesty, rudeness, provocative behaviour, disrespecting teachers, carrying weapons and similar misconduct. Educators are required to communicate approving expectations to the learners and furthermore, the more positive the learners' perception of the teachers' feelings towards him, the better the classroom behaviour and discipline will be (Jankowski 2002).

A further case study conducted in the Eastern Cape at four schools by Mlalazi, Rembe and Shumba (2016) recommended the necessity for schools to have a Code of Conduct as a positive management strategy. The Code of Conduct should be written and developed in such a way that it achieves the basic aim of maintaining positive discipline in the school to enhance teaching and learning. Furthermore, positive discipline management is based on the understanding that discipline must be taught and that discipline teaches through effective implementation by the educators.

The additional role of guidance and counselling as a positive discipline management strategy cannot be underestimated. A case study conducted in Bulawayo Metropolitan Province Secondary Schools by Mlalazi et al. (2016) concluded that there were pockets of good practices in the implementation of guidance and counselling strategy to maintain positive discipline and that selected schools were committed to the implementation thereof. Learners' participation in the implementation of guidance and counselling strategy enhanced the maintenance of positive discipline through peer counselling. This was very successful as they felt comfortable raising and discussing issues with their peers. The referral of learners by educators to counsellors was also seen as a positive approach.

Their recommendation was that every school should create a substantive post of a non-teaching school counsellor so that there is effective delivery of guidance and counselling services in schools. Schools should provide adequate resources and proper facilities such as counselling rooms, in order that confidentiality is ensured.

Therefore, for positive classroom and learner management to have a positive effect, it must be well managed and driven by superb professional behaviour, support structures and good planning. Furthermore, it requires significant input by all stakeholders and a firm belief in the system.

2.6 AN EFFECTIVE MANAGEMENT OF LEARNER BEHAVIOUR SYSTEM

Since 2004 the researcher has been involved in designing the management of learner behaviour system that best suits both the needs of the educator and the learner. He was fortunate to be in a position to attend international boys' school conferences in Australia, New Zealand, Canada, UK and South Africa where best practices are shared. Furthermore, he visited several boys' schools to see learner management systems (LMS) in practice. In addition to this, he is a member of the International Boys' School Coalition (IBSC) where up to date and verified resources are shared. Finally, he has taught for over 30 years at four boys schools in South Africa namely Wynberg Boys' High, Wynberg Boys' Junior, Queens College, Maritzburg College and New Zealand namely Scots College and two other senior Co-Educational Schools as well namely Rathkeale College and St Paul's Collegiate School. At all times his mantra has been 'what is best for boys' and is continually striving as a current headmaster to do so.

International boys schools consulted and visited in the research have been: Merchiston Castle (Edinburgh, Scotland), Cheltenham College (Cheltenham, Gloucester UK), Monmouth Boys' School (Cardiff, Wales), St George's School (Vancouver, Canada), Scotch College (Melbourne, Australia), Bishops (Cape Town, South Africa), Wynberg Boys' High School (Cape Town, South Africa), Scots College (Wellington, New Zealand), St Paul's Collegiate (Hamilton, New Zealand) and Maritzburg College (Pietermaritzburg, South Africa).

A number of schools use more than one behaviour management system and learner management system (LMS) and a very popular one at school and tertiary level is Moodle – Moodle stands for "Modular Object-Oriented Dynamic Learning Environment." It is an open source course management system, originally developed by Martin Dougiamas and first released in 2002. Currently it is used by thousands of educational institutions around the world to provide an organized interface for e-learning, or learning over the Internet. With improved documentation and new certification, Moodle had established itself by 2007 as a leading and award-winning open source LMS. From 1000 registered sites in 2004, it had gone to half a million users in 2008 and over a million users in 2010. (Dougiamas, 2002). From the researcher's personal experience, it is not ideal for tracking learners' behaviour patterns but better suited for academic purposes.

Other more suitable LMS for pastoral care purposes are PCSchools and FrontOffice. The researcher first became involved with PCSchools in 2004 at Scots College in Wellington, New Zealand, and has been responsible for providing editions and amendments regarding pastoral care over the years up until 2012. PCSchools is very user friendly for educators to utilise and information on learners is easily accessible. Furthermore, it offers the unique opportunity to connect all facets of school management through one common database, providing efficient timely access to a platform without limitation. The only negative is the high cost as it is an Australian based company. Of the schools visited, a number of them used PCSchools as the platform for recording the information on their learners whilst applying their own specific management of learner behaviour system (MLB) which had various different titles namely Cheltenham College – 'Behaviour, Rewards and Sanctions Policy'; Monmouth School – 'Promoting Good Behaviour Policy' and Dean Close – 'Promotion of Good Behaviour Policy'.

All of these schools also focussed on positive discipline and had various forms of recognition in the form of rewards such as commendation and merits. The researcher also utilised and amended the MLB system whilst at St Paul's Collegiate school in Hamilton, New Zealand. The biggest change over the years was the implementation of a positive discipline approach and a 'reward' system with educators issuing merit awards for a variety of activities which included academics, sport, cultural and

community based or pastoral. Once a term the top performing boys, that is those with the most number of merits were acknowledged in final assembly with a certificate of merit and a voucher. This would link in with the positive discipline approach of Adler, Dreikus, Nelsen, Lott, Glenn and others, “The need for encouragement not just praise as encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment” (Nelsen et al. 2011).

From 2013, the researcher’s current school moved to FrontOffice along with the school’s own unique MLB system (Talke, 2017), and this LMS has proved to be superb with regular modifications being made to suit the needs of the educators, housemasters and senior management. Information and records are available on the learner’s pastoral care progress literally at their fingertips, including detentions, merits, sporting teams, cultural involvement, house competition, academic performance, etc. Working closely with each learner is a dedicated educator mentor and an older learner mentor as well, who follow a comprehensive mentor programme during the course of the year (Talke, 2017). This mentoring programme, which includes topics such as leadership, what is a good man, how to treat a woman, tolerance, plays a crucial role in the boys’ overall development as the younger boys look up to their male role models.

2.7 THE MENTORING OF BOY LEARNERS IN A BOY’S SCHOOL

Boys in the middle years of schooling have highly particular needs. They are going through a huge amount of physical, emotional and social growth. They typically test their own abilities and the boundaries around them, trying to find how and where they fit in the world. What can we, as educators, do to best cater for them, keep them interested, and develop their love of learning and connectedness to the school? Can the explicit intervention of a suitable male role model and mentor plus the teaching of positive verbal communication work toward achieving this? Many societal factors have a great impact on male adolescents. One of the most alarming is the steady increase in the rate of suicide by adolescent males. In their study of adolescent males and their families, Volkmar & Martin (2011) report a direct correlation between suicide attempts by adolescent boys and the rate of negative communication they were exposed to or involved in. They found that the level of verbal negativity corresponded with their perception that a problem or issue could not be worked through and that negative

communication with fathers further increased the risk factors for the adolescent. Effective mentorship and role-modelling can have a positive effect in building men of hope and integrity, men who can think ahead, plan efficiently and be accountable for their actions.

Farren (2006:7) states that mentorship is “a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn”

Iain Shippey (2014:24), while addressing the role of a coach in mentoring athletes, similarly points out that a mentor creates a positive environment which fosters trust. Notes, Shippey, the “leader can then make your team environment a positive one and... facilitate a feeling of cooperation, teamwork and joy among your players”.

Robinson (2011:26) notes that “[mentors] stand by to remind us of the skills we already possess and what we can achieve if we continue to work hard.” He also advises that mentors help mentees to look inwards, to establish self-awareness and their own value system. If a mentor is looking to assist a mentee in establishing a sound value system, it stands to reason that he should be reflecting on his own value system in this process. Part of the role-modelling practised in this relationship must by necessity be deliberate, planned and thoughtfully executed in order to demonstrate the values and benefits of the practices the mentor is advocating.

Each of the aforementioned authors refer to the importance of establishing relationships and the development of clear communication between mentors and mentees. These elements are valuable skills the mentor can use outside of his mentorship role in the wider context of his life. When compared, these readings have a common thread: being a mentor involves the transfer of learned skills and values from the mentor to the mentee. It is therefore of critical importance for the mentor himself to be trained in, and to value, these particular skills, and to look for effective ways to pass them on.

At the researcher's school, the mentor – mentee system has now been in place for almost three years and is a continual work in progress. Good relationships are being established as the educators (mentors) have now known some of their learners for three years and will in two years' time have known them for five years. They should by then have established an excellent understanding, rapport and knowledge of each of their mentees.

2.8 THE LINK BETWEEN A BEHAVIOUR MANAGEMENT SYSTEM AND THE EFFECTIVE MENTORING OF BOYS

More recent anecdotal and empirical research indicates that the better the behaviour management system through positive discipline and personal affirmation, the more effective the mentoring of boys. Educators as mentors, and also possible role models a learner may wish to follow, need to be resourceful and knowledgeable. An informed, well-prepared and well-read educator seldom faces behaviour problems as he manages to keep learners engaged in the learning process. Raza (2014) contends that educators (mentors) in dealing with potential misbehaviour should strive to prevent or avoid boredom, frustration, fatigue or unpleasant activities. Furthermore, they should aim to include appealing and varying activities, which involve good success and immediate positive rewards (even small rewards like verbal encouragement) and ensure that all learners are challenged and involved while none are overwhelmed, as these will prove to be beneficial.

To this end the researcher makes reference to Maslow's 'Hierarchy of Needs' which was driven by the desire to understand what motivates people. Having an understanding of this concept will assist this study in relation to the Grade 9 boys. Psychologist Abraham Maslow first introduced this concept in his 1943 paper 'A Theory of Human Motivation' (Maslow, 1943:370). This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other needs. Maslow further believed that "people possess a set of motivation systems unrelated to rewards or unconscious desires and he devised a five level hierarchy of need" (Maslow, 1943: 371). The fourth level of Maslow's 'Hierarchy of Needs' is when individuals feel comfortable with what they have accomplished. This is the 'Esteem' level where there

is the need to be “competent and recognised, such as through status and level of success” (Maslow, 1943: 370-396). This is all relevant for the Grade 9 boys and will add value in attempting to get boys to buy into a positive disciplined environment through the Managing Learner Behaviour (MLB) system.

Data obtained from FrontOffice supports Maslow’s contention and indicates a decline in the number of detentions issued and an increase in the number of merits awarded. The mentors provide a link between the boys, the housemasters and the broader school as well as the parents. They are in touch with their boys and provide a support structure for them whilst also following a clearly defined mentor programme. Whilst ideally all the mentors should be males, this is not always possible, and the women educators do still provide wonderful support and encouragement for their learners. Therefore, there is at this early stage of the combined MLB system and FrontOffice LMS at Maritzburg College along with the mentor programme (Talke, 2017), signs that they are potentially effective. Further research and data analysis will be required.

2.9 CONCLUSION

Whilst considering all the available literature and research on the management of learner behaviour by utilising positive discipline strategies and mentoring, one had to bear in mind that the focus of this study is the Grade 9 boy learner.

This chapter highlighted the importance of effective management systems that would assist the educator in the classroom. Several theories regarding learner management were explained and the literature review focused on the need for positive discipline strategies to be employed in the classroom, which would ultimately make for better relationships between the educator and the learner. Chapter 3 will present the study design and methodology that will be used for the research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter 2 presented a critical review of literature with existing and relevant knowledge of managing learner behaviour in general and at a school for boys in particular. This research should lead the reader to a better understanding of the problem statement and previous work done in the field of positive behaviour models. The benefits of a positive behaviour management strategy are identified, with appropriate theoretical models being mentioned with the potential to implement are discussed.

Chapter 3 presents the research methodology followed in the study and explains the overall research design, the population studied and sampling techniques used during the collection of data. In addition, this chapter will discuss the processes involved in the design of the data collection tools and the platform used.

The main research question as formulated in Chapter 1 can be phrased as follows: How should positive discipline of Grade 9 boys be managed at a selected public fee paying school in KwaZulu-Natal province?

The subsidiary research questions that direct this study are:

- How can educators, acting as mentors, improve learner behaviour amongst Grade 9 boys?
- How can educators assist in establishing and implementing positive discipline management strategies to improve learner behaviour of Grade 9 boys?
- Which positive discipline management strategies have been the most successful with these Grade 9 boys?

These subsidiary research questions would also guide the researcher towards answering the main research question.

The main objective of the study is to determine how positive discipline of Grade 9 boys should be managed at a selected former Model C school in KwaZulu-Natal province. This objective leads to the sub-aims of the study, namely to:

- determine how learner behaviour will improve by educators acting as mentors
- determine how educators can assist in establishing and implementing positive discipline management strategies that will help in improving learner behaviour of Grade 9 boys; and
- offer suggestions of positive discipline management strategies that have been successful with Grade 9 boys.

The research design to be discussed in this chapter was specifically chosen to address the subsidiary questions and sub-aims of the study. It was a strategy for gathering evidence about knowledge required, that is, positive discipline management strategies that would help improve learner behaviour.

3.2 THE RESEARCH DESIGN AND APPROACH

3.2.1 Research design

Definitions regarding research design are varied. Babbie & Mouton (2011) defines it as a plan or blueprint for the study to be undertaken, and as such provides a guideline according to which a selection can be made of which data collection methods will be most suited to the researcher's goal and to the selected design. Furthermore, it focuses on the final product, formulates a research problem and on the logic of the research. A research design refers to a systematic plan according to which relevant data is collected, analysed and interpreted to investigate a particular research problem (Bryman & Bell, 2015).

A suitable research design should match the kind of questions being discussed. It can be used as a broad strategic or logical approach for conducting the research, which has in this instance provided the overall structure for the procedures that the researcher followed, including the collection and analysis of data.

According to Saunders, Lewis & Thornton (2007), the design of any research study could be viewed as a layered approach. Refer to Figure 3.1.

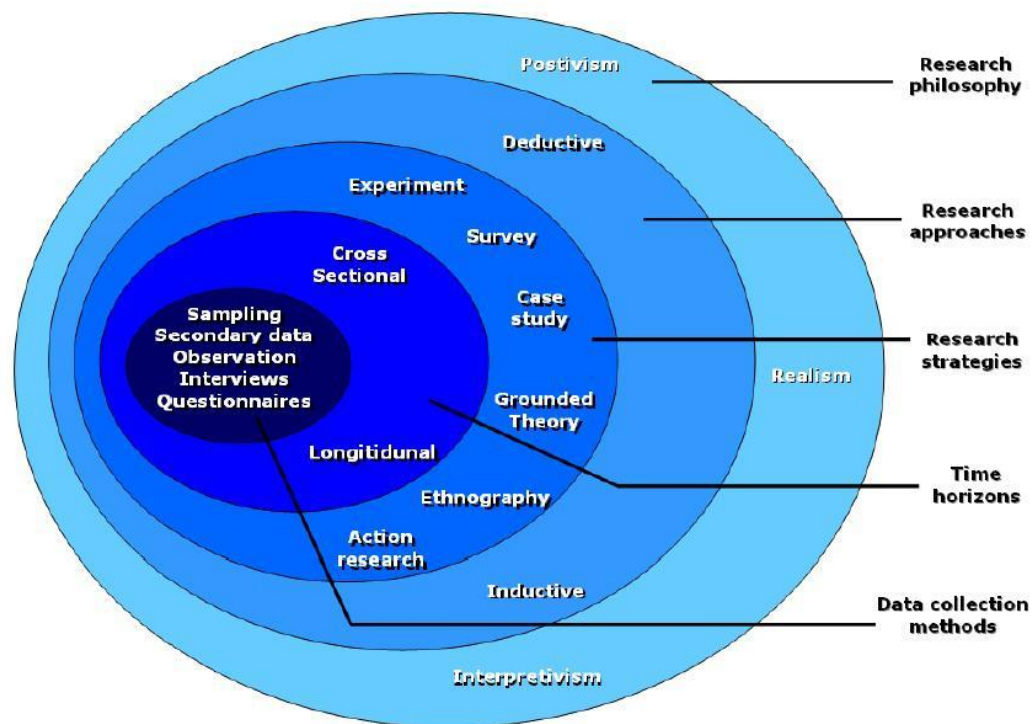


Figure 3.1: Saunders et al. Research Onion (2012).

This study's main purpose could be regarded as primarily descriptive and exploratory in principle, incorporating the basic characteristics associated with quantitative research. As such, it is predominantly deductive and positivistic in nature.

The descriptive research design relates to reflecting the experiences of respondents. It is thus closely related to ethnographic studies, rooted in anthropology, which is the study of others from a detached point-of-view. Ethnography requires the researcher to be a part of the community or situation they are researching. This may be time consuming for the researcher to achieve full integration into a social scene to experience and document long-term changes in actions and opinions (Bryman & Bell, 2015). This was pertinent in the researcher's case as he is the headmaster of the selected school, which included learners, educators, parents and guardians.

Positivism generates hypotheses (or research questions) that can be empirically tested and allows explanations that are measured against accepted knowledge of the world we live in. This position creates a body of research that can be replicated by other researchers to generate the same results. The emphasis is therefore on quantifiable results that lend themselves to statistical analysis.

Ultimately, a research design is a logical strategy for gathering evidence about desired knowledge. It should be coherent, which implies that it should provide the knowledge being investigated. Furthermore, it should be the simplest most effective way of acquiring that knowledge and acceptable to the parties involved with an appropriate methodology.

3.2.2 Research approach

In choosing the research approach, the researcher considered the population, research problem and ethical considerations. The researcher decided on a deductive quantitative research approach as guided by the purpose and objectives of the study and in considering the following distinguishing features according to Brink (2007):

- Focuses on a relatively small number of concepts (concise and narrow)
- Begins with preconceived ideas about how the concepts are interrelated
- Uses structured procedures and formal instruments to collect information
- Collects information under conditions of control
- Emphasises objectivity in the collection and analysis of information
- Analyses numeric information through statistical procedures
- Investigator does not participate in the events under investigation – is most likely to collect data from a real distance
- Incorporates logical, deductive reasoning

The deductive approach develops the hypothesis or hypotheses upon a pre-existing theory and then formulates the research approach to test it. This approach is best suited to contexts where the research project is concerned with examining whether the observed phenomena fit with expectation based upon previous research (Wiles et al., 2011). The deductive approach therefore might be considered particularly suited to the positivist approach, which permits the formulation of hypotheses and the statistical testing of expected results to an accepted level of probability. This explanation meets the researcher's purpose and objectives.

3.2.3 Rationale for choosing quantitative research method

The researcher is of the opinion that a quantitative approach is the most appropriate as he wishes to emphasise quantification in the form of the collection of numerical data as well as the analysis thereof. It holds a number of accepted statistical standards for the validity of the approach, such as the number of respondents that are required to establish a statistically significant result (Goddard & Melville, 2004). Although this research approach is informed by a positivist philosophy, it can be used to investigate a wide range of social phenomena, including feelings and subjective viewpoints. The quantitative approach can be most effectively used for situations where there are a large number of respondents available, where the data can be effectively measured using quantitative techniques, and where statistical methods of analysis can be used (May, 2011).

The exactitude of quantitative research lies in the second part of the definition. This is closely connected to the final part of the definition: "analysis using mathematically based methods" (Aliaga & Gunderson, 2000:2), and as such makes it positivistic.

In order to be able to use mathematically based methods, the data needed to be in numerical form. The subsidiary questions, demand quantitative research and an answer of a numerical nature. The items under review will fall into categories of either positive or negative behaviours number of merits issued which is positive and number of misconducts which is as a result of a negative behaviour. There will potentially be a range which could be rated as really positive or very negative. Data will be collected, analysed and tested for statistical significance, which will help to substantiate which

strategies are effective. Aliaga and Gunderson (2000:2) describe a quantitative research approach as “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)”.

The first aspect of this research approach is ‘explaining phenomena’. In this case, it will be testing the hypothesis that the implementation of a successful positive discipline management strategy will improve the behaviour of Grade 9 boys, as well as explaining and answering the subsidiary question, ‘which positive discipline management strategies have been the most successful with these Grade 9 boys?’

A quantitative research study usually ends with the confirmation or disconfirmation of the hypothesis tested, viz. it will address the requirements of the researcher’s paradigm, namely a positivist one. Most quantitative researchers try to identify cause and effect relationships that enable them to make probabilistic predictions and generalisations (Bryman & Bell, 2015).

Furthermore, it entails a deductive approach to the relationship between theory and research where the emphasis is on the testing of the theories. It also consolidates the practices and norms of the natural scientific model and positivism, and incorporates a view of social reality as an external objective reality.

3.3 POPULATION AND SAMPLING

3.3.1 Population of the study

According to De Vos et al. (2012), the population is the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned. The population size of the study in this case is:

1. All the male learners in the selected school ($N_1 = 1\,328$)
2. Grade 9 male learners in the selected school ($N_2 = 283$)
3. Grade 11 male learners in the selected school ($N_3 = 248$)
4. All the educators involved in the mentoring programme ($N_4 = 50$)
5. All the parents and guardians in the community ($N_5 = 1\,328$)

The learners are between the ages of 14 and 18 years and the educators, male and female of varying ages and levels of experience as mentors. The English medium school accommodates on average, 1 328 pupils comprised of day scholars (890) and boarders (438) and 104 educators.

3.3.2 Samples for the study

A sample is a representative segment of a larger population (Bryman, 2012). De Vos et al. (2012) contend that a sample comprises the elements of the population considered for actual inclusion in the research study. It could also be viewed as a subset of measurements drawn from the population. The sample could thus be seen as a small portion of the total set of the persons that comprise the subject of the research.

In quantitative research, the sample size and how it is selected can be used to establish the reliability of the results of the study. According to Flick (2011), the size of the sample is essential in determining the reliability of the results of a study. Sample sizes of much less than 30 will tend to produce results where individual respondents may skew the results. In such cases, the larger the sample size the more reliable will be the results.

In this instance, the samples of the study, referred to as respondents, were recruited from a public fee paying school based in Pietermaritzburg, South Africa.

The final sample size of all the respondents and response rate for the questionnaires were as follows:

Table 3.1: Table of respondents and response rate

Respondents	Number (valid n)	
Learners	Grade 9	Grade 11
	91	113
Educators	33	
Parents	333	

3.3.3 Sampling techniques

As sampling is considered one of the most important steps in the research programme, it is essential that one has a clear understanding before selecting the technique and conducting the study. Systematic multi-staged sampling (Bryman & Bell, 2007) was the sampling method selected for the study. It is mainly used to ensure that the different groups of a population acquire sufficient representation in the sample. The advantage of this technique is that the resulting samples were distributed in the same way viz. Grade 9 separate from Grade 11; the educators separate from the learners and the parents and guardians also separate. This method is most suitable as the relevant information is available that allows for the ready identification of members of the population in terms of the criteria.

In this instance all four samples (Grade 9, Grade 11, educators, parents and guardians) had a varying degrees of what could be considered reasonable to good response rates and adequate representation viz. Grade 9: 32%, Grade 11: 46%; Educators 66% and Parents/Guardians 75%, when one draws comparisons with other similar studies. A similar sequential systematic process was followed with all groups:

Step 1: A letter was sent requesting voluntary participation to all four samples.

Step 2: A response indicating consent/assent was returned to the school by the parents/guardians and by the learners

Step 3: Those learners whose parents granted permission and gave their assent were supervised by the educators (mentors).

3.4 INSTRUMENTATION

According to Bryman and Bell (2015), research instruments need to be focussed on changing facts that do not naturally exist into a quantitative form which can be analysed statistically. In this specific study the researcher collected primary data on Grade 11 boys' behaviour records at the selected school prior to a new MLB system being implemented and from current Grade 9 boys who would be experiencing a new system. The reason one would select current Grade 11 boys is to backward determine Grade 9 number of misconducts (negative behaviour) and merits (positive affirmation

and behaviour) findings from two years prior. This data is potentially beneficial in providing solutions to the researcher's aims and objectives and would be indicative of cross-sectional study and potential causality.

The review of academic literature on the general area of interest allowed the researcher to obtain ideas about the research topic through identifying recurring themes and keywords. The researcher reviewed extensive literature of other researchers related to the topic of the specific research subject. The review included books, journals, dissertations, articles, electronic documents and government documents. The primary literature review gathered information on the subject of understanding the management of learner behaviour (boys) in schools and how educators can assist the process through mentoring programme with the full literature review being presented in Chapter 2.

When a researcher collects data in quantitative educational research, one has to collect them from someone or something. The people or things (e.g. schools) one collects data on or from are known as 'units' - in this case they are units of analysis. The data that one is collecting from these units are known as 'variables'. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem) where the label 'variable' refers to the fact that these data will differ between units (Muijs, 2013:8). In this case, the variables were the difference in age i.e. Grade 9 and Grade 11 learners, and the other variable is educators being both male and female of various ages and experience. The reason this is mentioned at this point is due to the literature that suggests that teenage boys ideally require male role models in these their formative years. This does not mean, of course, that females could not be good mentors.

The researcher is directly responsible and accountable for the overall well-being of all boys and educators in his care and is a participant observer as he is the person who will complete the recording of data objectively. Furthermore, he has a vested interest in both the school and the research which points towards transformational leadership theory and he will ensure the compilation by examining the data as explained in paragraph 1.5.1 of Chapter 1. The outcome of this research could hopefully be of benefit to both the learners and the educators.

The respondents should not feel threatened by the process as they are familiar with surveys as they are regularly conducted on a variety of topics and by all accounts generally take them seriously. Secondary data will be collected on every boy in the school as well as looking specifically at Grade 9 and Grade 11 through FrontOffice Learner Management System (this is a system that records selected learners' personal details, absenteeism, marks, co-curricular activities, misdemeanours, merits). This secondary data will reflect all the misconducts (negative behaviour) and the merit rewards (positive behaviour) and this evidence will be analysed statistically with this data being looked at as proxy for merits and misconducts. Furthermore, they completed an online web-based survey on SurveyMonkey as will the educators, providing the researcher with primary data from three different sources.

3.5 DATA COLLECTION PROCEDURES

The researcher obtained written permission from the KZN Department of Education Circuit Manager (Annexure B); the SGB Chair of the selected school (Annexure C); participants being the Grade 9 and 11 learners of the selected school (Annexure F) plus from their parents (Annexure E) and the educators of selected schools (Annexure G).

Data collection and analysis is dependent on the methodological approach used (Bryman, 2012). The process used at this stage of the research contributed to the study's overall reliability and validity (Saunders et al., 2007). Regardless of the approach used in the project, the type of data collected can be separated into two types: primary and secondary.

According to Brink (2007), there are a number of advantages in using structured questionnaires. They are a quick way of obtaining data from a large group of people; are less expensive in terms of time and money; and are one of the easiest research instruments to test for reliability and validity. Furthermore, respondents feel a greater sense of anonymity and are more likely to provide honest answers. The researcher sought expert advice from his academic supervisor as well as educators in the field in

compiling the questions for all three surveys. This contributed towards the content validity and they were also sent to a statistician which contributed to face validity.

Finally, the information and requirements were the same for all participants and they were required to complete an anonymous confidential questionnaire survey on the web-based system SurveyMonkey (see annexures H and I). These were completed independently by the learners in their mentor class group period and did not take longer than 15 minutes to complete. Additional empirical secondary data were obtained off the online FrontOffice LMS on the learners in connection with the number of merits and misconducts issued.

For this study, a survey strategy was selected for collecting the quantitative data for its suitability to the research topic. A survey strategy is often associated with a deductive approach and offers the researcher a highly economical way of collecting large amounts of data to address the who, what, where, when and how of any given topic or issue. Surveys tend to be used in quantitative research projects, and involve sampling a representative proportion of the population and produce quantitative data that can be analysed empirically. Surveys are most commonly used to examine causative variables between different types of data (Bryman & Bell, 2015).

Couper (2005) compares online surveys, face-to-face interviews, telephone and mailed surveys and concluded that online surveys are often cheaper, speedy and independent of time and space. Their weakness is the dependency on internet access. The advantages of using the survey method are as follows:

- It is easily administered;
- It is economical;
- It can be applied electronically;
- Data can be collected from a large population; and
- It accommodates a lot of structured questions which results in a flexible data analysis.

A well-designed questionnaire for each population was developed to make a survey successful and the researcher came up with his own good design with input from an expert and people in the field. Maree and Van der Westhuizen (2009) states that a good questionnaire design should assist in addressing the objectives of the study, provides correct information and is easily completed by the respondents. This appeared to be the situation in this particular study.

Further they suggest that typical functions of a researcher include developing measuring instruments, preparing and structuring surveys, analysing data and triangulating data. During the study, the researcher obtained data by means of a survey and questionnaire (See Annexure H & Annexure I). The researcher refrained from acting as an expert; instead, he used the information gained from participants who gave insight into the topic under review. The researcher undertook and maintained an objective viewpoint and trustworthiness throughout the research in order to ensure the trustworthiness of the results of the study.

According to McMillan and Schumacher (2010), objectivity refers to the collection and quality of the data produced in a single study from which a reasonable interpretation can be made. Neumann (2011) contends that a researcher should be fair, honest, truthful and unbiased in order for the study to be considered trustworthy.

3.6 DATA ANALYSIS AND PRESENTATION

3.6.1 Data analysis

Data analysis is the process of categorising and organising the data in an orderly, coherent fashion so that one can discern patterns and relationships (Brink, 2007). This enables the researcher to summarise the data and explain the findings in meaningful terms. Furthermore, Brink (2007) indicates that during the data analysis process, statistical strategies are recommended for all quantitative data research.

The data must be prepared so that it can be quantified. This can be done in a relatively straightforward way for example, information relating to the number of detentions and merits received by the boys. For other variables, Bryman and Bell (2007) believe that

quantification will entail coding the information, i.e., transforming it into numbers to facilitate the quantitative analysis, especially if being processed by computer. These codes act as tags that are placed on data about the boys and will lead to the actual analysis.

The data collected will be analysed by means of inferential and descriptive statistics, which include frequencies and percentages in order to answer the research questions. The descriptive method is used to indicate the spread of a sample across a wide range of variables (De Vos et al., 2012).

FrontOffice is the school's administrative programme based on Microsoft Access. Learner data is stored by all staff interacting with the learners in all aspects of school life, namely academic, pastoral and co-curricular. The administrators have full rights and, as such, can design summative assessments either within Microsoft Access or by exporting tables and / or queries to Excel. As the study is based on empirical and ultimately quantitative data, FrontOffice provides excellent, accurate and confidential data, which can then be appropriately analysed. It is empirical binary data drawn from the items listed/entered on FrontOffice, which is a secondary data collection tool. The data will then be analysed statistically.

Data from the survey questionnaire completed by both the educators and learners were provided off SurveyMonkey and was analysed statistically and with narrative discussion.

The time horizon is the time framework within which the project is intended for completion (Saunders et al., 2007) and two types of time horizons are specified within the research onion: the cross sectional and the longitudinal (Bryman, 2012). The cross sectional time horizon is one already established, whereby the data must be collected. This is dubbed the snapshot time collection, where the data is collected at a certain point and this is used when the investigation is concerned with the study of a particular phenomenon at a specific time (Flick, 2011). The time horizon selected is not dependent on a specific research approach or methodology (Saunders et al., 2007). In the researcher's case, the secondary data was all obtained off FrontOffice within a short time frame, and primary data from the questionnaires completed by both the

learners and educators on SurveyMonkey in approximately 15 minutes – these of course all indicative of cross sectional study.

3.6.2 Data presentation

As has been discussed above, all information will be collected, stored and processed through Microsoft Access FrontOffice Database programme and displayed in Microsoft Excel table and graph format. Both the data from FrontOffice and Survey Monkey will provide the evidence needed to answer the research question. The data will be selected, coded, compared, synthesized and interpreted in a systematic process, as the researcher intends to derive meaning from the study by comparing the findings with the information found in the literature review and various theories. The reporting format for this information will include tables, graphs and narrative descriptions. New questions may be derived from the data; these questions will be added to the data findings and discussed in the data presentation.

3.7 VALIDITY AND RELIABILITY

Validity, as defined by De Vos et al. (2012:172), refers to “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” and that truthfulness, accuracy, genuineness and soundness are synonyms for validity. This implies that the design of the measuring instrument (survey and questionnaire) must be valid so that the collection of data can lead to an accurate conclusion and that the questionnaire actually measures what it is intended to measure. Establishing the validity and reliability of measures is important for assessing their quality.

Firstly, the researcher used document retrieval as data sources to corroborate evidence. Secondly, participants completed a survey questionnaire which further collaborates data evidence. Thirdly, an external auditor was asked to review the whole study, the accuracy of transcripts, the relationship between the research questions and the data and to check the level of analysis from raw data through to interpretation of data. By all accounts the research procedures were transparent and well

documented which allowed other people to review and understand the procedures. The final study should be able to withstand close examination by others.

The following measures were taken to ensure the validity of the questionnaire:

- **Content validity** focuses on whether the full content of a conceptual definition is represented in the measure (De Vos et al., 2012). Therefore, the questionnaires should measure the effectiveness of the MLB system and request suggestions to improve it. This was confirmed by an academic expert as well as experienced educators in the educational field.
- **Face validity**, according to De Vos et al. (2012), refers to a measurement procedure that measures the variable it claims to measure. In other words, if the items are supposed to measure factors that affect the MLB system. The items were found to measure that concept. Face validity is a subjective impression and was judged by the researcher, his supervisor and a statistician.
- **Reliability**, according to De Vos et al. (2012), refers to when an instrument measures the same thing more than once and results in the same outcome, thus indicating the stability or consistency of the measurement. In order to measure the reliability of the questionnaire, the researcher sought advice and input from academic experts, and the statistician's contribution also increased the level of acceptable reliability.

Susanne (2012) states that trustworthiness is an indication that the results (findings) of a study are worthwhile. Quantitative researchers evaluate trustworthiness by looking at how the threats to internal validity and validity of instruments have been brought under control and it is essential for quantitative researchers to consider these threats to internal validity.

Objectivity is applied to measurements, collection of data and analysis to develop reliability and validity. It is carried out through the use of an instrument and convenience sampling selection. Objectivity can also be defined as the correct distance between a researcher and respondents that lessens bias (Susanne, 2012).

Furthermore, trustworthiness will be assured by following the subsequent practices as explained by Creswell (2009): triangulation, member checking and external audit. In this study this practice was followed.

In this chapter the research methodology and processes have been explained in detail. Each step in the research procedure has been documented and described and therefore an outside person should be able to follow the steps used in this study.

Triangulation has come to be known as using more than one method in gathering data and comparing different sets of data. In this study, researcher surveys of two different participants, viz. learners and educators and data analysis off FrontOffice will be used to gather data thus ensuring triangulation. Further data will be obtained through surveys and questionnaires published on SurveyMonkey by different participants as well, viz. learners, educators and parents in the community. Respondent validation has been noted as a kind of triangulation in which the researcher's interpretation of the data is compared to that of the respondent (Hammond & Willington, 2013). Using diverse ways of gathering data, sampling and engaging in multiple theoretical positions make the findings of the research stronger and more reliable.

FrontOffice contains only empirical binary data of consistent indicators. It reflects all merits and misconducts without any omission. This consistency of measure will ensure that the data is reliable. This data is the reflection of the number of misconducts and merits recorded by the staff. Thus, the data will have measurement validity as the data obtained have really measured the concept at issue (Bryman & Bell, 2007). As previously stated, according to Brink (2007), the questionnaire will also potentially complement the investigation and is one of the easiest research instruments to test for reliability and validity. Furthermore, these have been checked by an expert and educators in the field as well as a statistician.

3.8 ETHICAL ISSUES IN THE STUDY

3.8.1 Informed consent

The purpose, aim and objective of this study is to establish the best possible ways to manage Grade 9 learner behaviour in schools, looking specifically at a public fee paying secondary school in Pietermaritzburg, KwaZulu-Natal. In order to gather information from the participants the researcher will need to establish trust between himself and the participants by promising to keep the participants' identification and the name of the school confidential.

Informed consent from the participants was obtained through letters emailed to the educators and the learners plus their parents, once permission was obtained from the KZNDOE Circuit Manager and the SGB Chairman (Appendix B and C). All participants were given free choice of participation as required during all quantitative research studies. These letters contained and delineated the following information (Appendix D and E):

- The researcher's background, credibility and capabilities on the research topic.
- Introduction and background information on the proposed study.
- Purpose and aims of the planned research.
- Benefits of the study for the particular school and schools in general.
- Research plan, procedures and scope of investigation.
- Researchers and participants' roles are outlined.

Participants will be asked to confirm that they are willing to take part in the study by giving consent by returning the signed document (Appendix D and F).

3.8.2 Anonymity and confidentiality

Tracy (2013) declares that participants have a right to confidentiality; researchers should protect research data gathered and ensure that participants identities are changed and those identifiers are unexposed before sharing the data with other researchers, assistants, readers or audience members.

A letter explaining the intentions and purpose of the study will be sent to the KZNDOE and the SGB of the school concerned. Anonymity and confidentiality of all participants will be guaranteed at all times.

3.8.3 Ethical measures and consideration

According to De Vos et al. (2012:114)

ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employees, sponsors, other researchers, assistants and students.

The most common ethical criteria are informed consent, confidentiality, anonymity, protection from harm and access to results (Maree & Van Der Westhuizen, 2009). It is essential that these criteria be carefully considered.

The researcher has a professional responsibility to ensure that ethical principles are maintained and that human rights are protected at all costs. Ethical measures involve the agreement between the researcher and all the participants concerning the use of information collected and recorded and how the findings would be reported. In any research study, it is regarded as normal practice to observe ethical issues such as voluntary participation in the study (Letherby & Bywaters, 2007).

Before data collection commenced, clearance was obtained from the UNISA College of Education Research Committee, as well as the KZN DOE, educators, parents and learners as a requirement. This process is to ensure that sound methodology and scientific validity are taking place.

3.9 CONCLUSION

This chapter presented the methodology that was used to gather data on factors affecting the management of learner behaviour. Quantitative techniques were used to analyse data in order to answer the research question that was presented. Measures to ensure validity and reliability of the measuring instruments were established through asking questions, checking the results and interpreting the findings.

Chapter 4 will interpret and discuss the results of the quantitative phase of data collection, which is based on the survey method described in this chapter.

CHAPTER 4: PRESENTATION AND ANALYSIS OF RESEARCH DATA

4.1 INTRODUCTION

Chapter 3 outlined the research methodology followed in this study and the strategies required to ensure reliability and validity of the data gathered, as well as to establish trustworthiness of these research findings. This current chapter focuses on the presentation and analysis of the quantitative data. This data was obtained from various surveys using questionnaires conducted on two different quantitative research platforms, namely FrontOffice Learner Management System of the sampled school and SurveyMonkey.

This chapter presents the results based on the analysis of relevant school data and a quantitative survey, using two different research platforms, conducted with learners, educators and the parents/guardians from the selected school.

The main research question of the study as described in Chapter 1, namely ‘How should positive discipline of Grade 9 boys be managed at a public fee paying secondary school in Pietermaritzburg, KwaZulu-Natal’ divided into the following sub-questions:

- How can educators, acting as mentors, improve learner behaviour amongst Grade 9 boys?
- How can educators assist in implementing positive discipline management strategies to improve learner behaviour of Grade 9 boys?
- Which positive discipline management strategies have been the most successful with these Grade 9 boys?

These research sub-questions will also guide the researcher towards answering the research question.

The data was selected, coded, compared, synthesized and interpreted in a systematic process, as the researcher intended to derive meaning from the study by comparing the findings from the quantitative data obtained with the information found in the literature review and various theories. The reporting format for this information includes tables, graphs and analysis.

4.2 THE QUANTITATIVE RESEARCH PROCESS

Prior to commencing the research process, the researcher obtained written permission from the KZN Department of Education Circuit Manager (Annexure B); the SGB Chair of the sampled school (Annexure C); participants being the Grade 9 and Grade 11 learners of sampled school (Annexure F) plus from their parents (Annexure E) and the educators of sampled school (Annexure G).

Before data collection could commence, clearance was obtained from the UNISA College of Education Research Committee as all research must have ethical clearance before it may commence. This process is to ensure that sound methodology and scientific validity are taking place.

In the first phase of the study, additional empirical data was obtained from the online platform FrontOffice LMS. These included information on the learners regarding misconducts, merits and age, and information on educators as mentors who are either male or female off FrontOffice. “The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn” (Farren, 2006:1).

Table 4.1: Total number of learners and educators at selected school

	Learners	Educators
2012	1155	78
2013	1204	82
2014	1224	86
2015	1253	94
2016	1301	95
2017	1320	96

Participants (Grades 9 and 11, educators: mentors, and community: parents/guardians) were required in the second phase of the study to complete an anonymous confidential questionnaire survey on a web-based platform namely SurveyMonkey (see annexures H and I). These were completed independently by the

learners in their mentor class group period. The following table represents the final number of respondents in each category:

Table 4.2: Questionnaire Respondents

Respondents	Number	
Learners	Grade 9	Grade 11
	91	113
Educators	33	
Parents	333	
Total (N)	570	

The overall number of respondents who completed the surveys in Grade 9 and 11 were satisfactory, with the educators and parents being particularly pleasing.

4.3 PRESENTATION AND DISCUSSION OF DATA

4.3.1 Introduction

The research was undertaken at the selected school. Details of the participants and the findings of the data obtained are contained in this section. The data obtained will be presented and analysed from the two research platforms viz. FrontOffice and SurveyMonkey.

4.3.2 Biographical data of participants

The learners who completed the questionnaire were all boys between the ages of 14 and 18. The total numbers of learners who ultimately responded and participated in the study was 204, of which 91 were in Grade 9 and 111 in Grade 11. The majority of boys at Grade 9 (86,0%) are U15 years of age and the majority at Grade 11 (83,0%) are U17 years of age.

Table 4.3: Gender of the educator mentors

Male	21 [42%]
Female	29 [58%]
Total :	50

Table 4.3 above indicates that the total number of mentors was 50 with the majority of mentors being female 29 (58,0%) which is not ideal as far as forging male role models for young men who require this guidance and interaction in their formative years (cf. par. 1.8.2).

4.3.3 Presentation of data obtained from Research Platform 1: FrontOffice LMS

4.3.3.1 Introduction

All data on misconducts and merits is recorded in and obtained from FrontOffice, a commercially distributed school administration programme used by about 100 schools in KwaZulu-Natal and the Western Cape. Based on Microsoft Access, FrontOffice is switchboard-driven with 4 levels on access permission. It is specifically designed to store the behavioural data in tables. Data is entered by educators at level 4 via a form with drop-down responses.

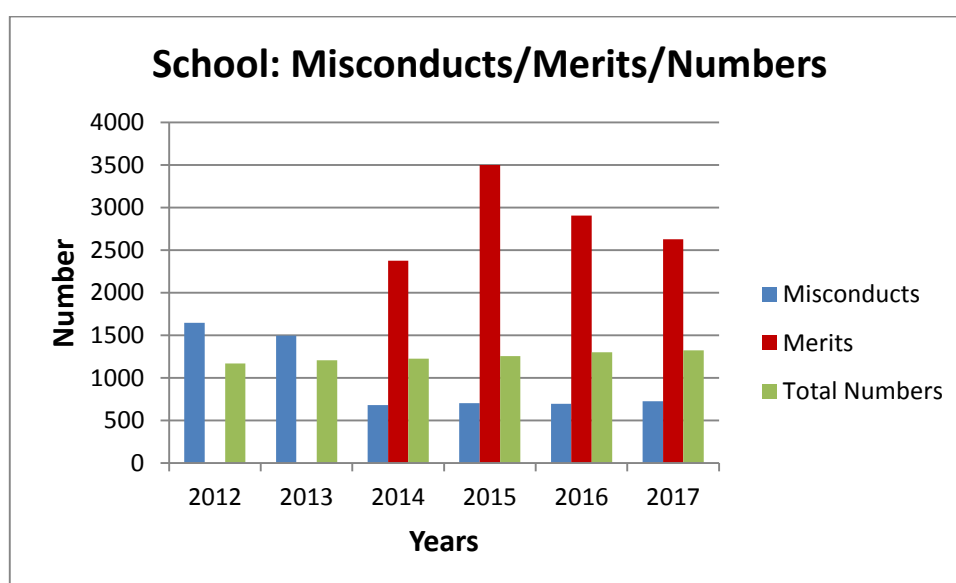
Level 3 and 4 users are not able to edit data once entered. These entries are then launched into the system by the housemasters (middle management) at level 3. Reliability of the data recorded and decisions made is controlled by a system in which the Educators can only recommend actions to the housemasters who make their decisions based on pre-defined levels of disciplinary infringement and associated actions. Data used here has been drawn out of the system by the system administrator at level 1 without any changes to data originally entered, meaning that the original entries are reliably reflected in the data summaries. Reliability, according to De Vos et al. (2012), refers to when an instrument measures the same thing more than once and results in the same outcome, thus indicating the stability or consistency of the measurement. In this instance FrontOffice meets this requirement.

4.3.3.2 All learners (Grade 8 to Grade 12)

The reason why all the learners are included here is to show the number of misconducts and merits issued to the whole school prior to the implementation of the MLB system and how this impacted on the misconducts reducing significantly. By implication it suggests that through positive reinforcement strategies and acknowledgement the misconducts reduced. The awareness and proactive action by the educators has also had an impact.

Table 4.4: Misconducts v Merits and total learners in school

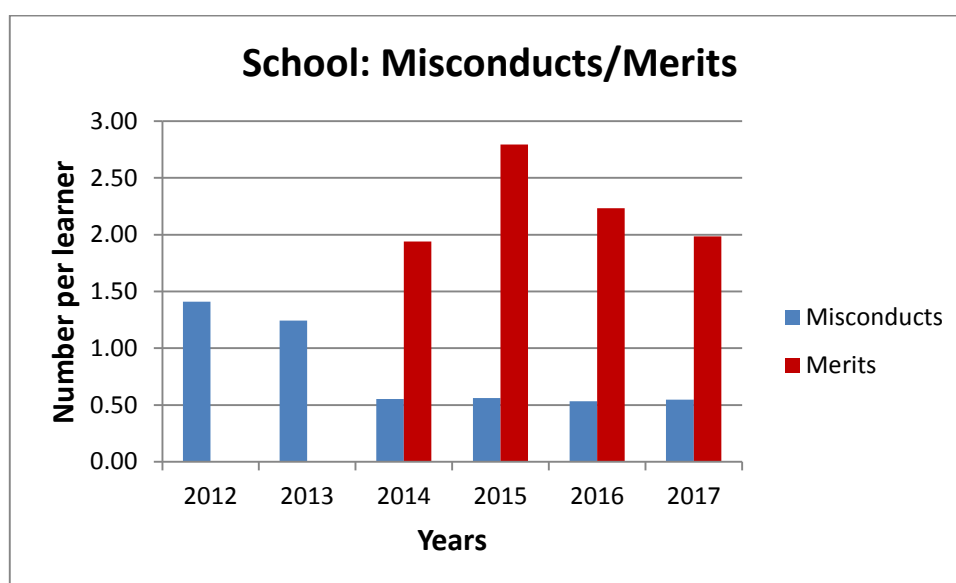
	Misconducts	Merits	Total
2012	1645	0	1167
2013	1496	0	1204
2014	677	2375	1224
2015	702	3500	1253
2016	694	2904	1301
2017	723	2625	1323



Graph 4.1: Misconducts v Merits and total learners in school

Table 4.5: Misconducts v Merits per learner total in school

	Misconducts	Merits
2012	1.41	0
2013	1.24	0
2014	0.55	1.94
2015	0.56	2.79
2016	0.53	2.23
2017	0.55	1.98



Graph 4.2: Misconducts v Merits per learner

When one considers and compares Tables 4.4 and 4.5 as well as Graphs 4.1 and 4.2 where in 2012, 1645 misconducts were issued to a total of 1167 learners. In 2014, when the MLB system was introduced the number of misconducts dropped significantly to 677 even though the roll had increased to 1224 (an increase of 57 learners). In 2017 only 723 misconducts were issued considering that the roll had also

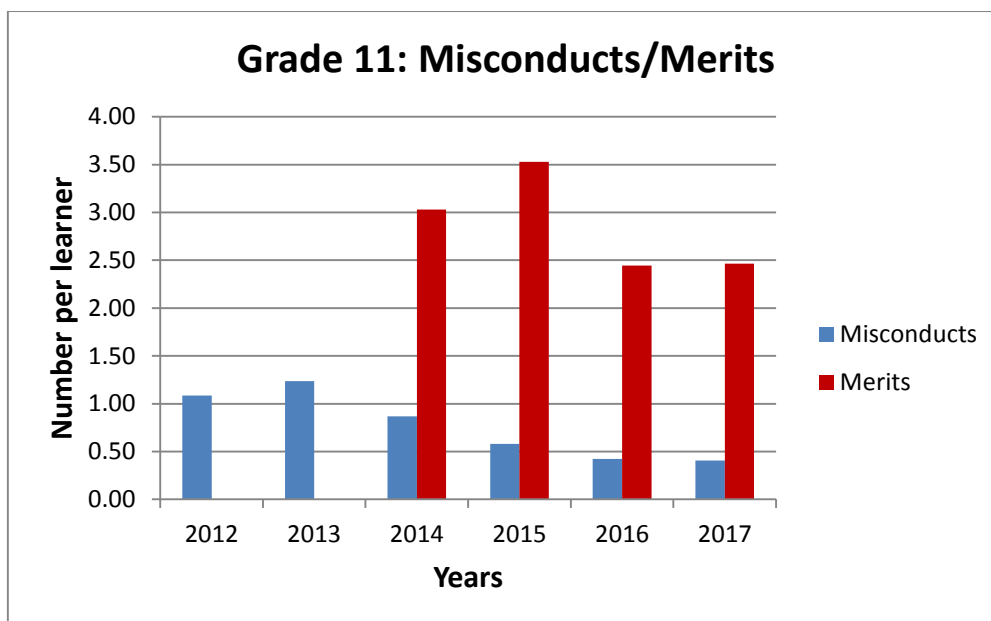
increased by 99 to 1323. In 2014, 2375 merits were issued and in 2017, 2625. When one draws a comparison between the two as far as number per learner, it is pleasing to observe that the number of misconducts have actually dropped as the roll has increased and the number of merits to almost 1.5 to every boy. In 2014, 0.55 boys received a misconduct and the same number in 2017. In 2014 1.94 boys received a merit and in 2017 1.98.

4.3.3.3 Grade 11 learners

When considering the biographical details, there are 248 boys at Grade 11 ranging in age from 22 at 15; the vast majority (83,0%) 206 boys are aged 16 and 20 are aged 17.

Table 4.6: Merits and Misconducts per learner at Grade 11

	Misconducts	Merits
2012	1.09	0
2013	1.24	0
2014	0.87	3.03
2015	0.58	3.53
2016	0.42	2.45
2017	0.41	2.46

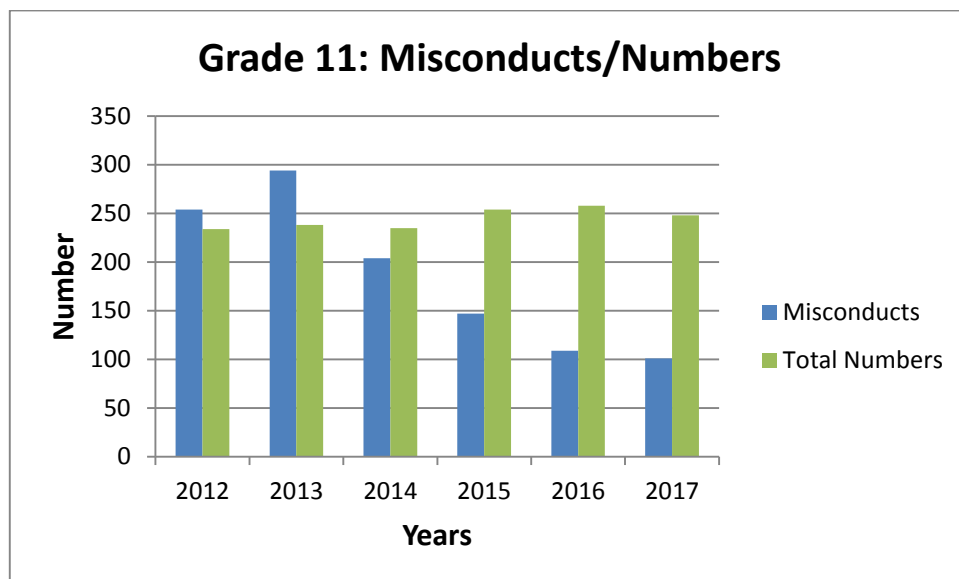


Graph 4.3: Merits and Misconducts per learner at Grade 11

In Table 4.5 and Graph 4.3 where a comparison is drawn between the two, in 2014 0.87 boys received misconducts where 3.03 received merits. In 2017 both numbers have decreased to 0.41 and 2.46 respectively.

Table 4.7: Grade 11 Misconducts Total and Total Numbers in Grade 11

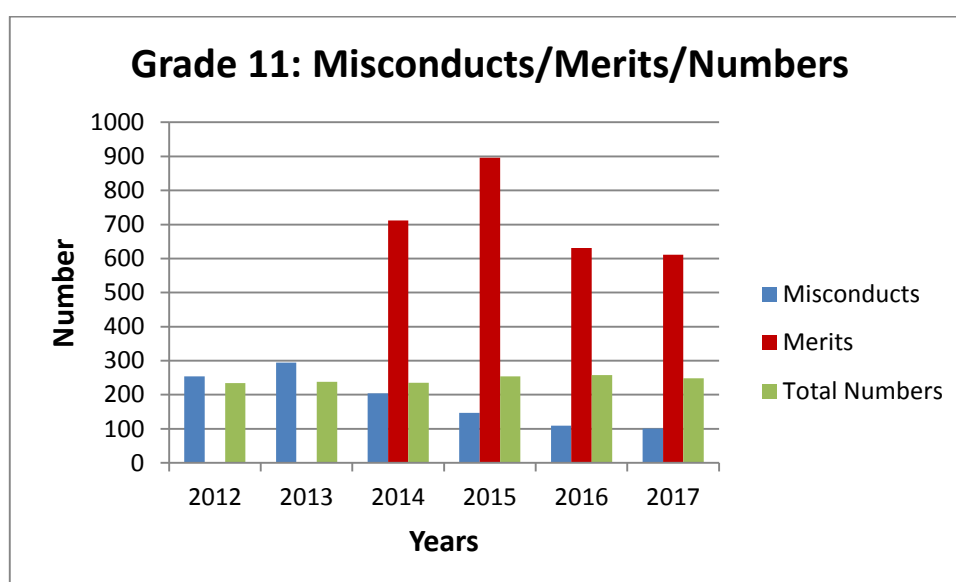
	Misconducts	Total
2012	254	234
2013	294	238
2014	204	235
2015	147	254
2016	109	258
2017	101	248



Graph 4.4: Grade 11 Misconducts Total and Total Numbers in Grade 11

Table 4.8: Grade 11 Misconduct, merit totals and total numbers at Grade 11

	Misconducts	Merits	Total
2012	254	0	234
2013	294	0	238
2014	204	712	235
2015	147	896	254
2016	109	631	258
2017	101	611	248



Graph 4.5: Grade 11 Misconduct, merit totals and total numbers at Grade 11

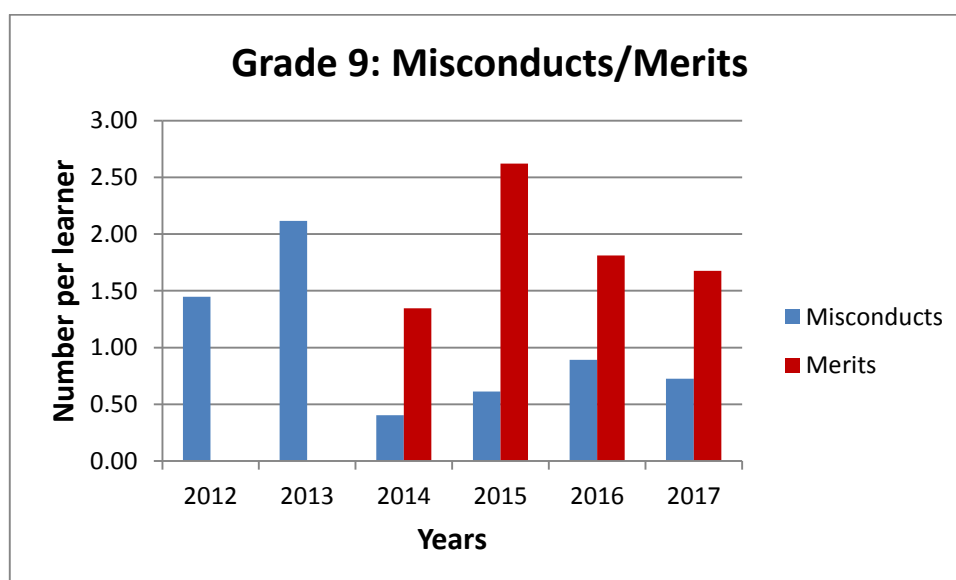
When this current cohort was in Grade 9 in 2015, they received 147 misconducts, and this year only 101 which is a significant drop of 46 over two years. They received 896 merits in 2015 and 611 this year. The average number of misconducts in 2015 was 0.58 per boy and in 2017 0.41 – a drop of 0.17. The average number of merits in 2015 was 3.53 and in 2017 2.46 – a drop of 1.07. Of greater relevance is that the merits outweigh the misconducts by more than 2 to 1 which is in itself significant.

4.3.3.4 Grade 9 learners

When considering the biographical details, there are total of 283 boys at Grade 9 ranging in age from 11 at 13, with the vast majority (86,0%) 245 at 14 and 27 at 15.

Table 4.9: Merits and Misconducts per learner at Grade 9

	Misconducts	Merits
2012	1.45	0
2013	2.12	0
2014	0.41	1.35
2015	0.61	2.62
2016	0.89	1.81
2017	0.73	1.68

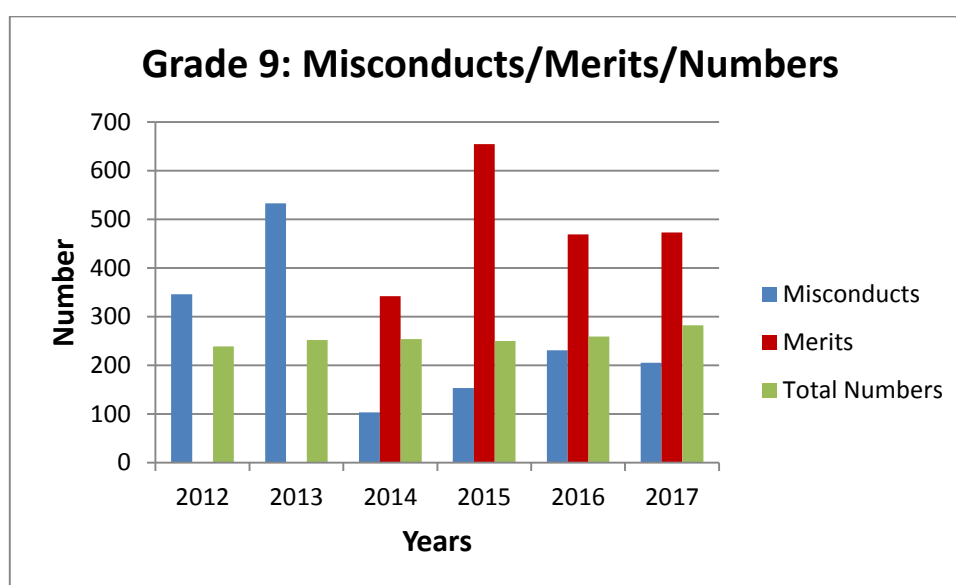


Graph 4.6: Total Merits and Misconducts per learner at Grade 9

In Table 4.8 and Graph 4.6 where a comparison is drawn between the two, in 2014 0.41 boys received misconducts where 1.35 received merits. In 2017 both numbers have increased to 0.73 and 1.68 respectively.

Table 4.10: Misconducts, merits and total numbers at Grade 9

	Misconducts	Merits	Total
2012	346	0	239
2013	533	0	252
2014	103	342	254
2015	153	655	250
2016	231	469	259
2017	205	473	282



Graph 4.7: Misconducts, merits and total numbers at Grade 9

Since the introduction of merits and the MLB system in 2014, where 342 merits were awarded, there was a significant drop in misconducts. 533 in 2013 to 103 in 2014 to 205 in 2017 even though the roll has increased from 252 to 282. In 2017, 473 merits slips were presented. In Table 4.8 where a comparison is drawn between the two, in 2014 0.41 boys received misconducts where 1.35 received merits. In 2017 both numbers have increased to 0.73 and 1.68 respectively.

4.3.3.5 Summary

This chapter began with a brief introduction to the purpose of the study, outlining the main and sub aims with the quantitative research process being outlined. Thereafter the biographical data of the participants was provided and then the presentation and discussion of the data obtained from FrontOffice for the learners at Grade 9 and 11, the whole school from 2012 – 2017, the mentor educators and the parent community. From the data provided on FrontOffice and from Moyo, Khewu & Bayaga (2014) comments, one could deduce that through effective management of positive learner behaviour that there is a reduction in the number of disciplinary matters. This then also results in a more pleasurable working and learning environment, which is a very important factor for both educators and learners.

4.3.4 Presentation and discussion of data obtained from Research Platform 2: SurveyMonkey

4.3.4.1 Introduction

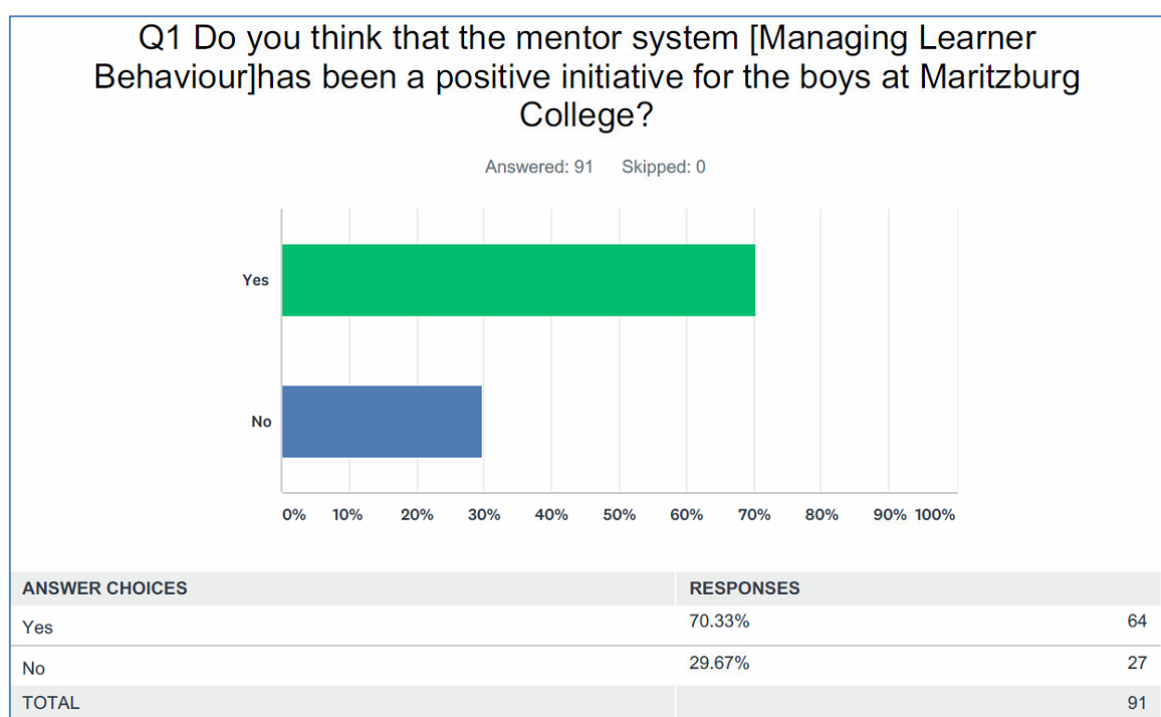
Further data was obtained through SurveyMonkey questionnaires completed by different participants as well viz. Grade 9 and 11 learners, educators (mentors) and parents in the community. Measures to ensure validity and reliability of the measuring instruments were established through asking questions, checking the results and interpreting the findings.

Reliability, according to De Vos et al. (2012), refers to when an instrument measures the same thing more than once and results in the same outcome, thus indicating the stability or consistency of the measurement.

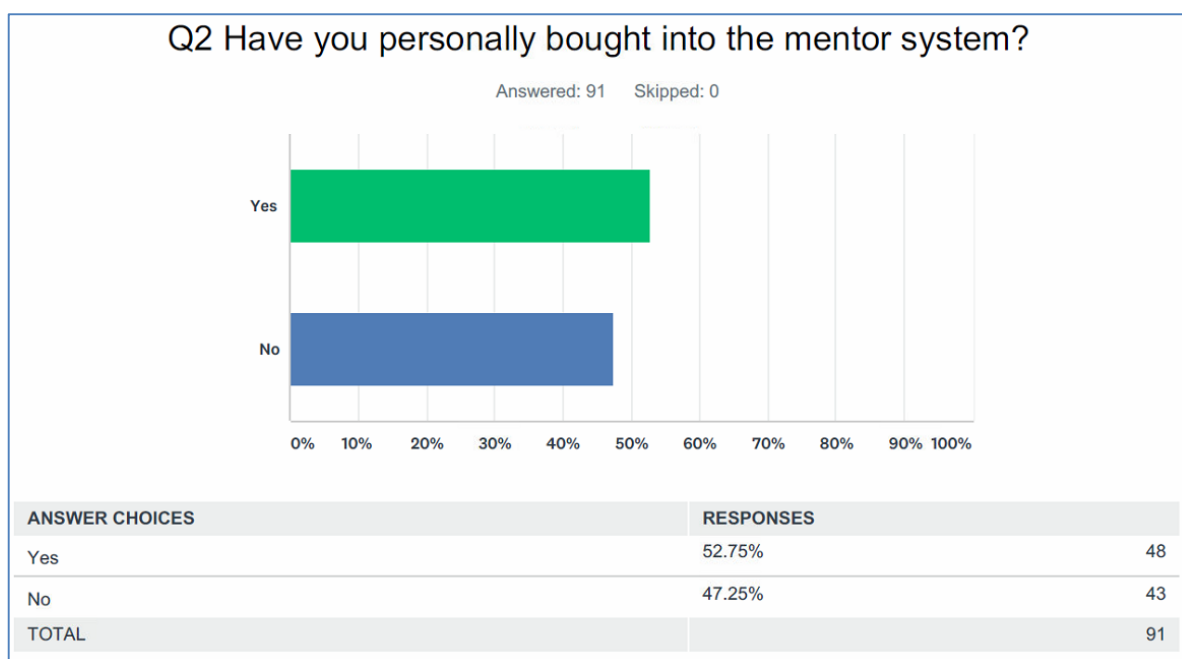
According to Brink (2007), the surveys will also potentially compliment the investigation and is one of the easiest research instruments to test for reliability and validity. This is exactly what this research platform (SurveyMonkey) did as it complimented the research data from FrontOffice.

4.3.4.2 Grade 9 learners

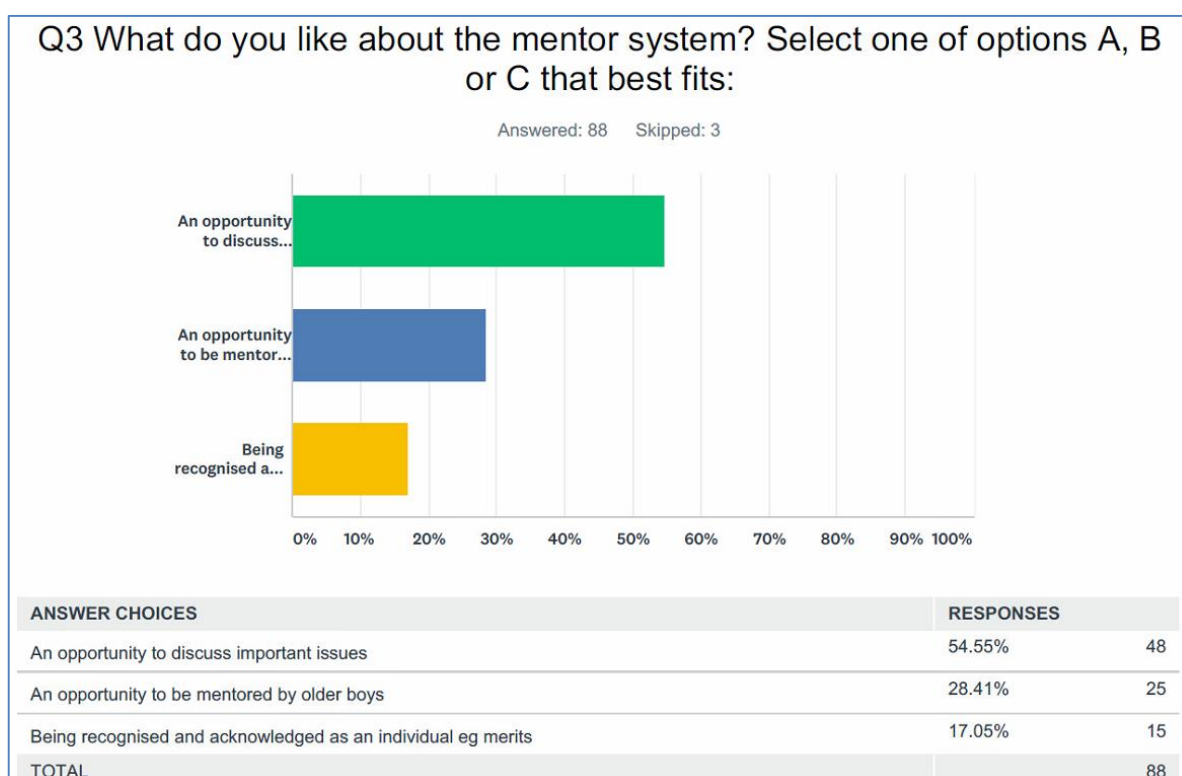
A total of 91 (32.1%) learners out of a potential 283 completed the online survey which is a satisfactory statistical return according to Bryman and Bell (2015).



Of the 91 boys who responded a significant number 64 (70.3%) felt that the mentor system was positive initiative and 27 (29.5%) felt that it was not.

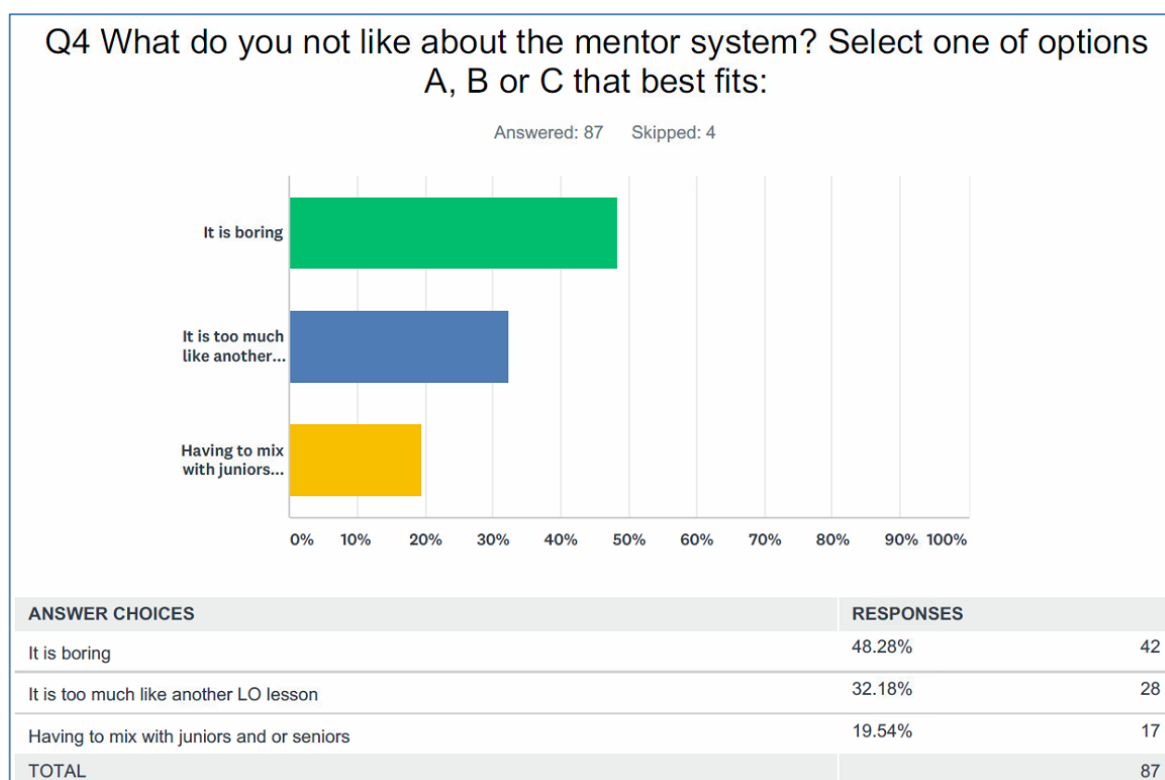


Of the 91 boys who responded, 48 (52.7%) have personally bought into the system whereas 43 (47.2%) had not. This statistic suggests that more research will need to be done to follow up on why this is.

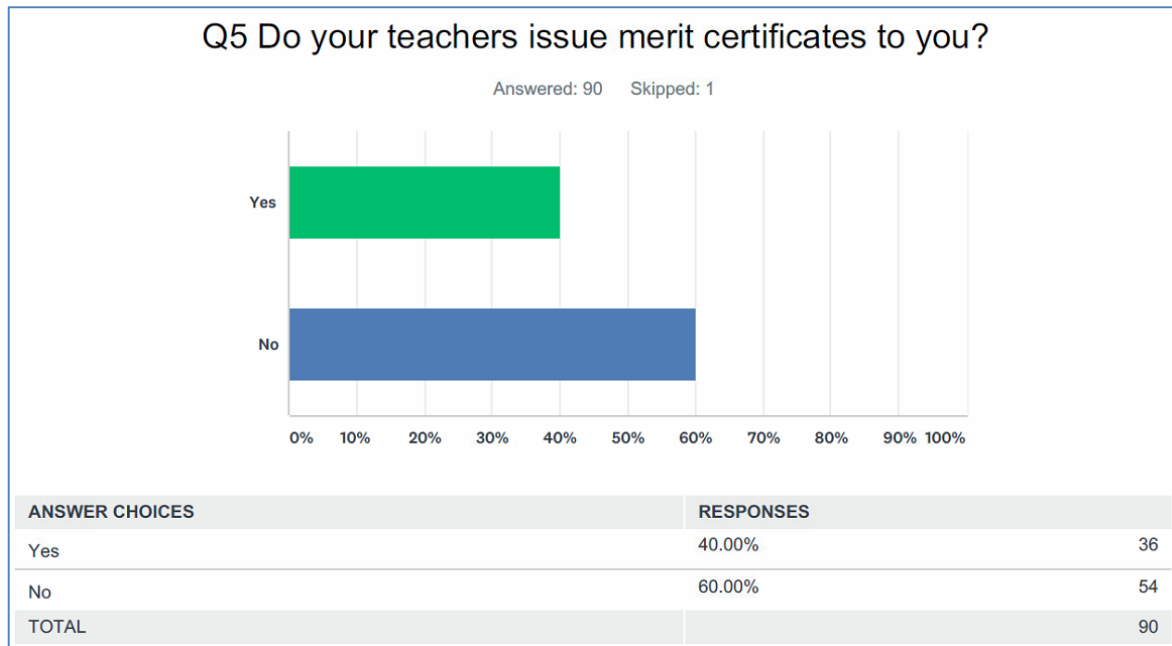


Of the 88 boys who responded 48 (54.5%) chose option A as the one they liked the most: An opportunity to discuss important issues whilst 25 (28.4%) preferred option B:

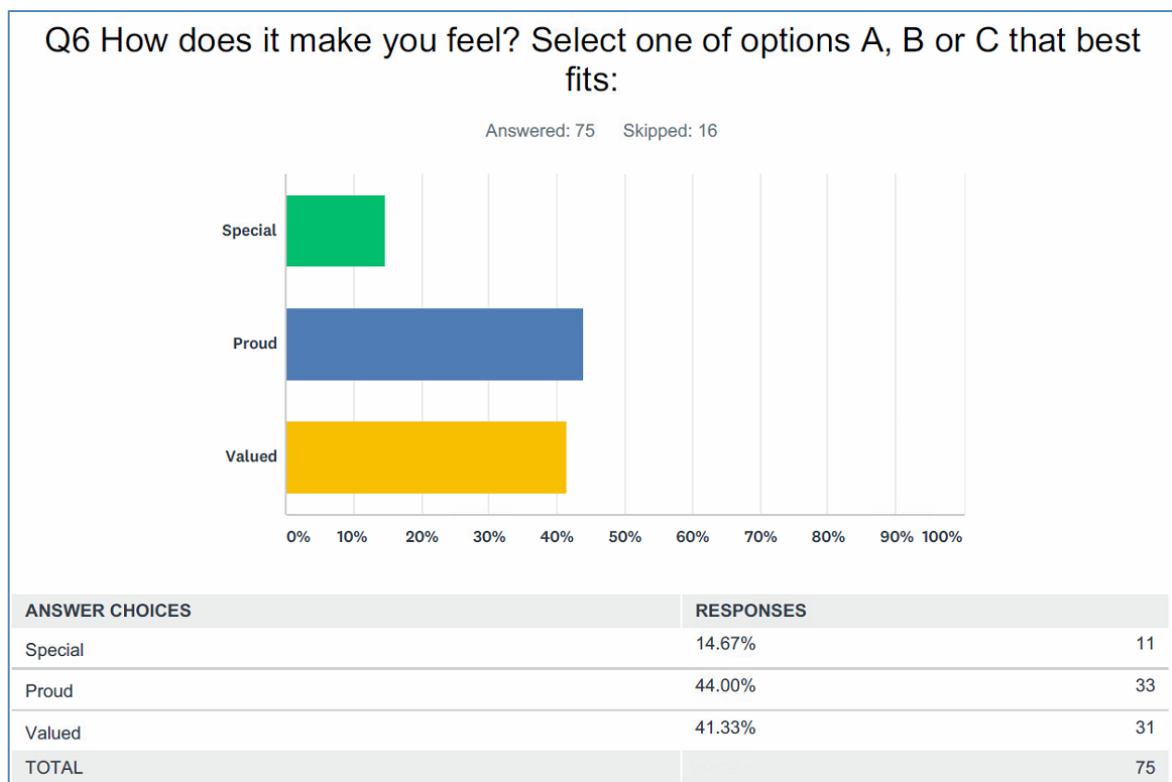
An opportunity to be mentored by older boys and 15 (17,0%) went for option C: Being recognised and acknowledged as an individual e.g. merits.



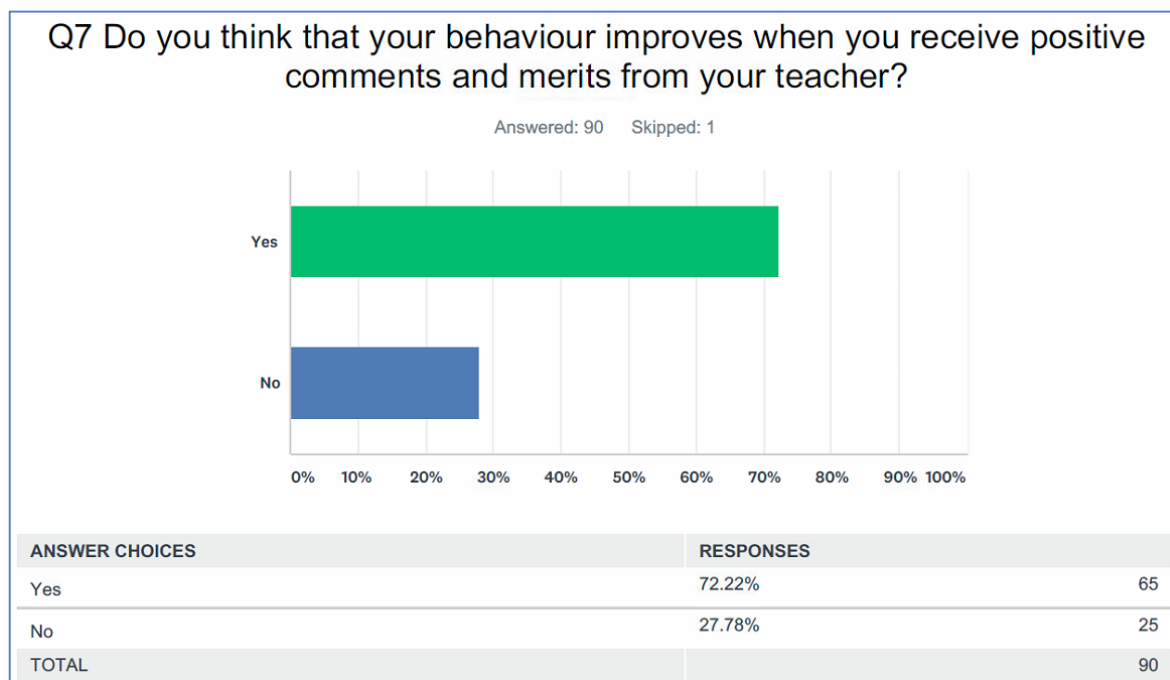
Of the 87 boys who responded, 42 (48.2%) chose option A: It is boring as the reason that they disliked it the most whilst 28 (32.1%) preferred option B: It is too much like a Life Orientation lesson and 17 (19.5%) went for option C: Having to mix with juniors and or seniors.



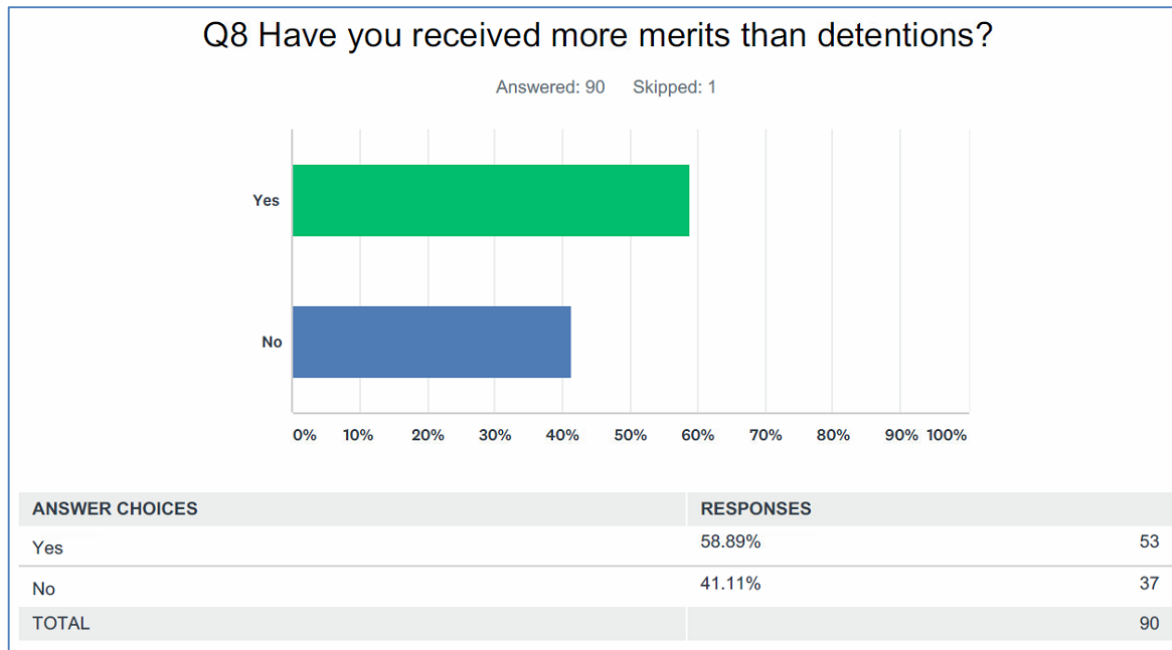
Of the 90 boys who responded 54 (60,0%) – a majority – said that their teachers had not issued merits but 36 (40,0%) had. One can deduce then that some teachers use this method for positive reinforcement more than others.



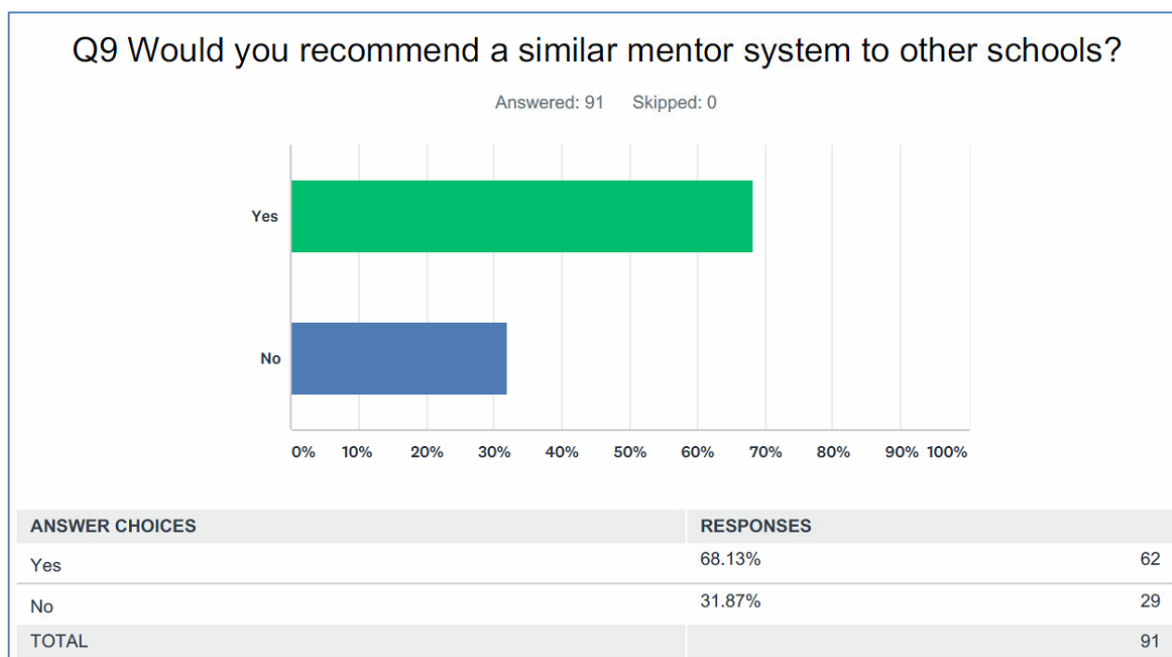
Of the 75 boys who responded, 33 (44%) felt proud whilst 31 (41.3%) felt valued and 11 (14.4%) felt special. This is of relevance as it links back to Maslow's 'Hierarchy of Needs' as mentioned in Chapter 1. The fourth level of Maslow's 'Hierarchy of Needs' is when individuals feel comfortable with what they have accomplished. This is the 'Esteem' level where there is the need to be "competent and recognised, such as through status and level of success" (Maslow, 1943: 370). This is all relevant for the Grade 9 boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the Managing Learner Behaviour (MLB) system.



Of the 90 boys who responded 65 (72.2%) – a majority – felt that their behaviour did improve when they received positive comments and merits from their teachers and 25 (27,7%) felt that it did not. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour.



Of the 90 boys who responded 53 (58.8%) – a slight majority – had received more merits than detentions and 37 (41.1%) had received more detentions than merits.



Of the 91 boys who responded 62 (68.1%) – a good majority – would recommend a similar mentor system to other schools and 29 (31.8%) would not.

Grade 9 Learner Survey Question 10: Can you recommend any suggestions that may assist in improving our mentor system in the management of learner behaviour?

A total of 68 boys (74.7%) responded to this open question with a variety of suggestions, some that may be worth considering in the future for implementation:

“A closer relationship between the different forms”

“Increase the amount of time students have in the mentor class”

“More inspirational videos to help us to be motivated”

“I think that there should be trained individuals to mentor junior boys because some of the senior boys can't lead themselves, some of them are a bad example in general and are influencing the juniors to behave the way they do.”

“More truthful conversations”

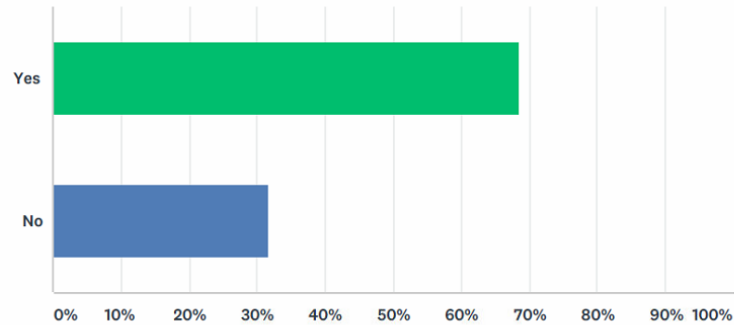
Comment: There is the need for more training and education as mentors and having more time in the mentor class for consideration and application. These suggestions should add value to the system having the additional time and better preparation and training for the mentors. This should then assist in the improvement in the management of learner behaviour.

4.3.4.3 Grade 11 learners

A total of 111 (44.7%) learners out of a potential 248 completed the online survey, which is a satisfactory statistical return according to Bryman and Bell (2015).

Q1 Do you think that the mentor system [Managing Learner Behaviour]has been a positive initiative for the boys at Maritzburg College?

Answered: 111 Skipped: 0

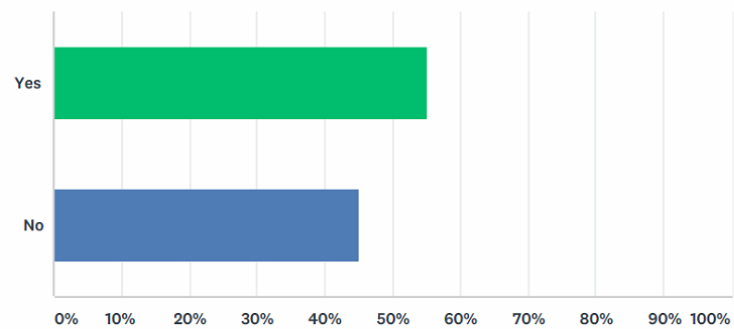


ANSWER CHOICES	RESPONSES	
Yes	68.47%	76
No	31.53%	35
TOTAL		111

Of the 111 boys who responded a significant number 76 (68.4%) felt that the mentor system was positive and 35 (31.5%) felt that it was not.

Q2 Have you personally bought into the mentor system?

Answered: 111 Skipped: 0

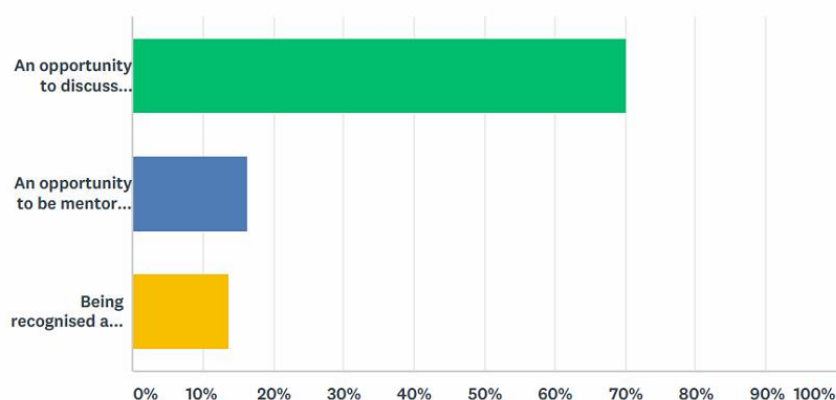


ANSWER CHOICES	RESPONSES	
Yes	54.95%	61
No	45.05%	50
TOTAL		111

Of the 111 boys who completed the question, 61 boys (55%) have bought into the system whereas 50 (45%) had not.

Q3 What do you like about the mentor system? Select one of options A, B or C that best fits:

Answered: 110 Skipped: 1

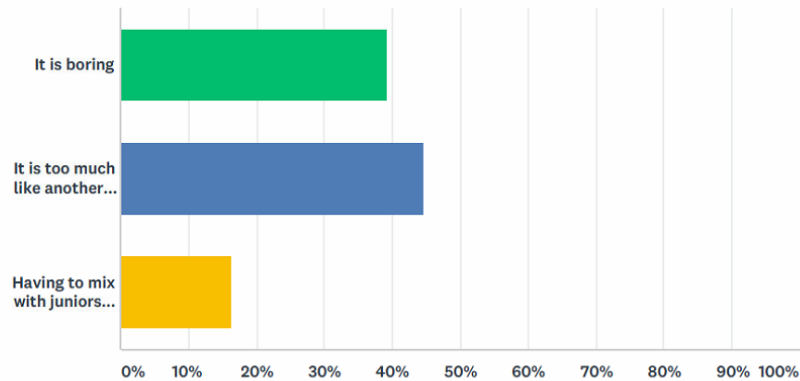


ANSWER CHOICES	RESPONSES	
An opportunity to discuss important issues	70.00%	77
An opportunity to be mentored by older boys	16.36%	18
Being recognised and acknowledged as an individual eg merits	13.64%	15
TOTAL		110

Of the 110 boys who responded 77 (70%) chose option A: An opportunity to discuss important issues as one which they liked the most whilst 18 (16.3%) preferred option B: An opportunity to be mentored by older boys and 15 (13.6%) went for option C: Being recognised and acknowledged as an individual e.g. merits.

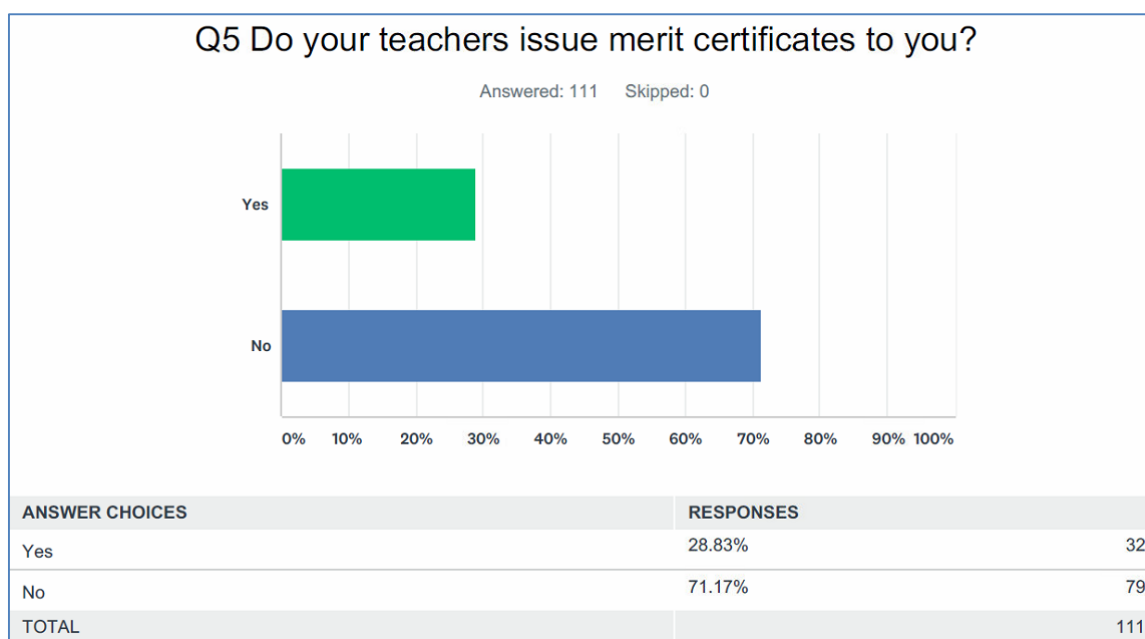
Q4 What do you not like about the mentor system? Select one of options A, B or C that best fits:

Answered: 110 Skipped: 1

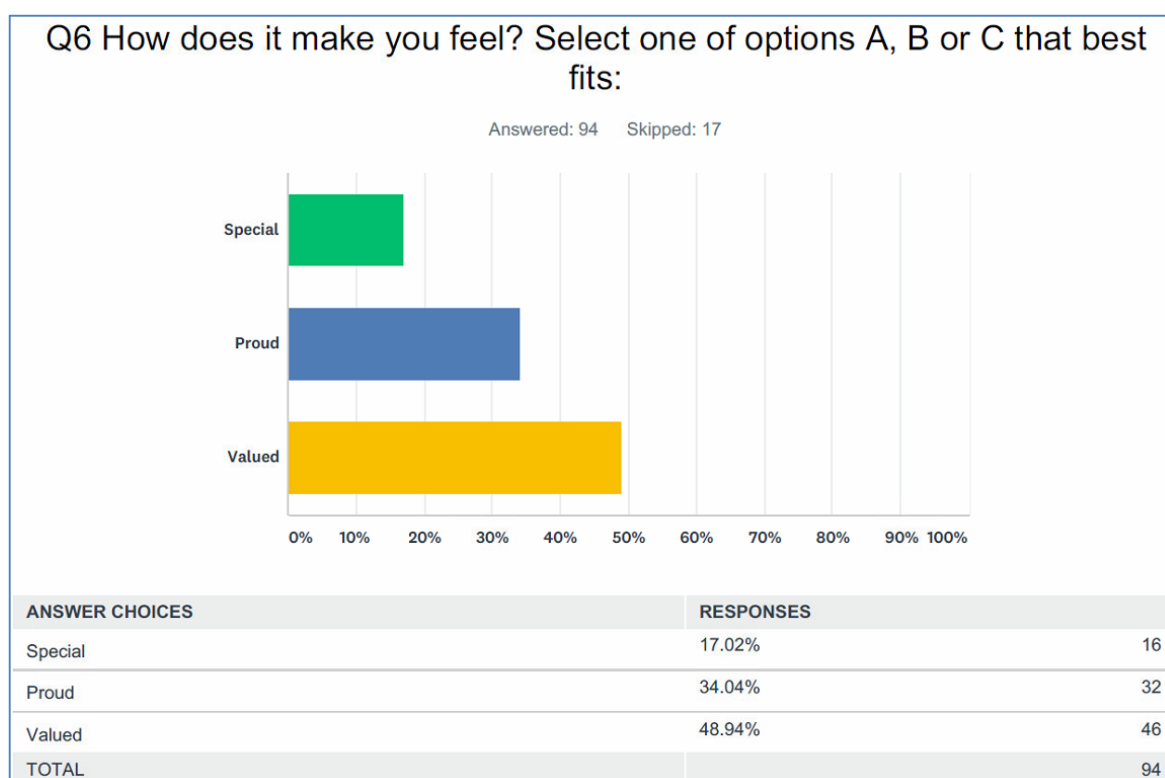


ANSWER CHOICES	RESPONSES	
It is boring	39.09%	43
It is too much like another LO lesson	44.55%	49
Having to mix with juniors and or seniors	16.36%	18
TOTAL		110

Of the 110 boys who responded 43 (39%) chose option A: It is boring whilst 49 (44.5%) preferred option B as one which disliked the most: It is too much like a Life Orientation lesson and 18 (16.3%) went for option C: Having to mix with juniors and or seniors. It is of interest that the small majority went with Option B as much of the content in the Life Orientation syllabus is of a similar nature to the mentor programme.

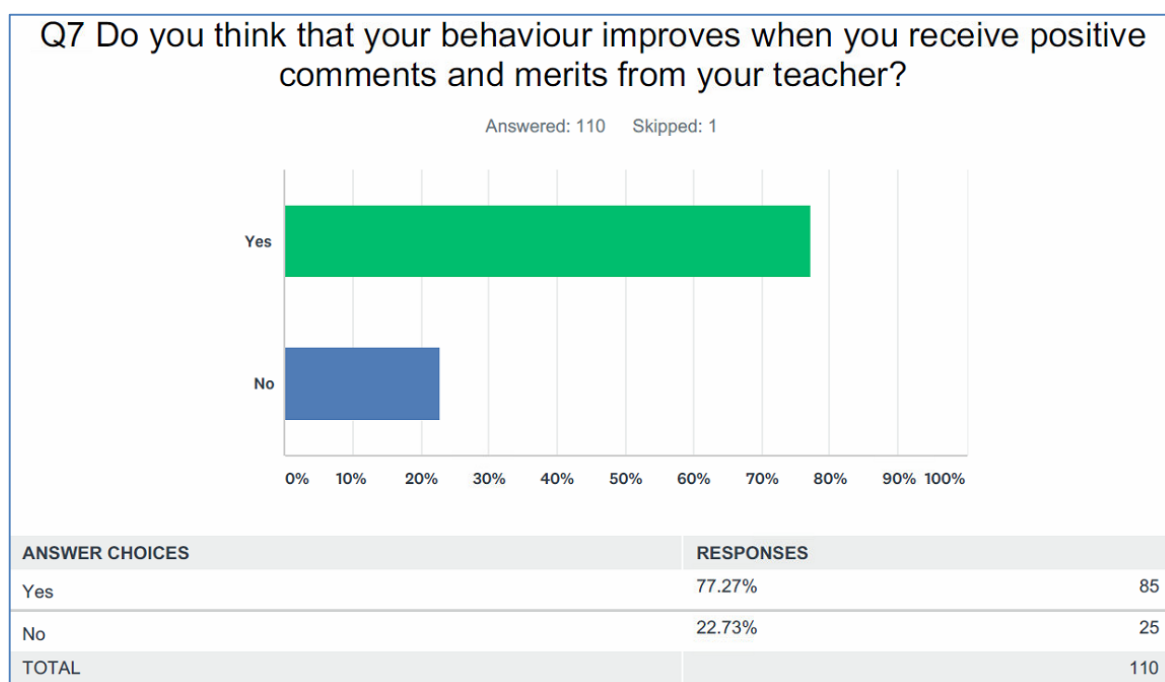


Of the 111 boys who responded 79 (71.1%) - a majority - said that their teachers had not and 32 (28.8%) said that their teachers had. One can deduce then that some teachers use this method for positive reinforcement more than others.

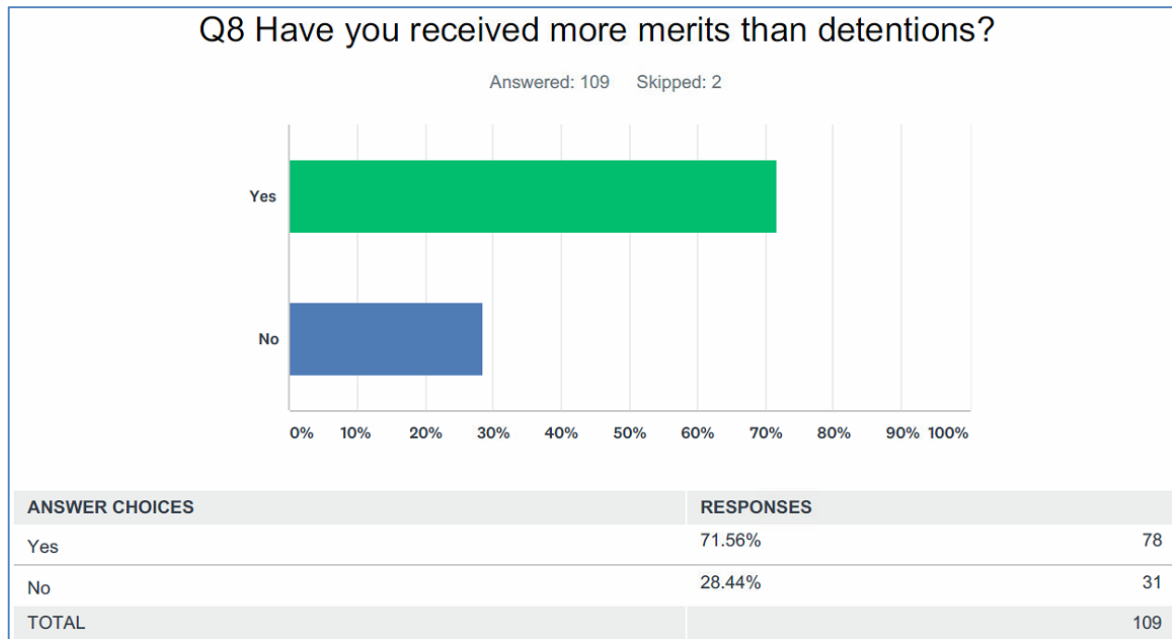


Of the 94 boys who responded, 32 (34,0%) felt proud, 46 (48,9%) felt valued and 16 (17,0%) felt special. This is significant as it links back to Maslow's 'Hierarchy of Needs' as mentioned in Chapter 1. The fourth level of Maslow's 'Hierarchy of Needs' is when

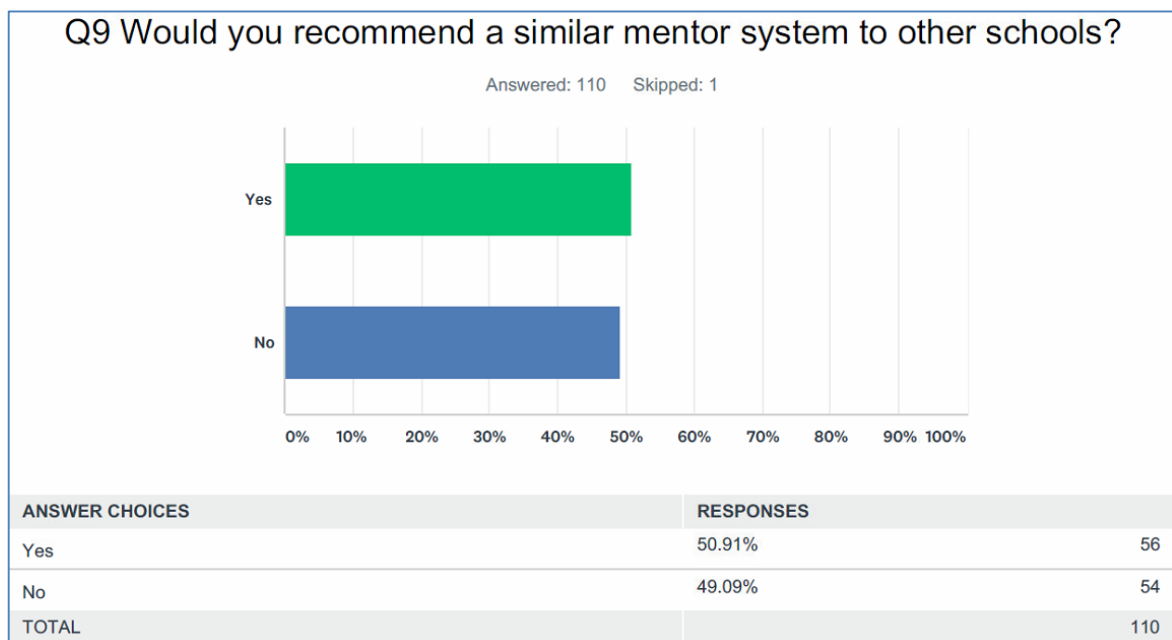
individuals feel comfortable with what they have accomplished. This is the 'Esteem' level where there is the need to be "competent and recognised, such as through status and level of success" (Maslow, 1943: 370). This is all relevant for the boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the Managing Learner Behaviour (MLB) system.



Of the 110 boys who responded 85 (77.2%) – a reasonable majority - felt that their behaviour did improve when they received positive comments and merits from their teachers and 25 (22.7%) that it did not. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour.



Of the 109 boys who responded, 78 (71.6%) – a significant majority compared with 31 (28.4%) - had received more merits than detentions.



Of the 110 boys who responded 56 (51%) recommended a similar mentor system to other schools whereas 54 (49.9%) did not.

Grade 11 Learner Survey Question 10: Can you recommend any suggestions that may assist in improving our mentor system in the management of learner behaviour?

A total of 77 boys (69.3%) responded to this open question with a variety of suggestions. The following are all suggestions that may be worth consideration in the future:

“mentor should be on both Mondays and Fridays”

“Let the boys choose issues to discuss. That way it makes it more realistic (as we know the juniors) and more valuable.”

‘Need more interesting topics’

“More group interaction and group discussions”

“Have a time that you can just discuss things and talk to your mentor teacher about things happening in the school not just things that are in the book that actually isn't pertinent to boys ...”

“Getting everyone involved in the activities and getting them to interact with other boys’

“More discussion of factors and news affecting the world”

“There should be more discussions and interactions like debates rather than a whole lesson of videos that most of the boys don't pay attention to. Boys should be allowed to discuss issues and this will be more interesting and involving. It can be used as a platform, for boys to voice their point of view on different issues whilst learning and interacting with seniors and juniors”

“I would suggest that maybe every week, each boy can receive a topic of interest to speak about. And the rest of the class can discuss the issue/subject.”

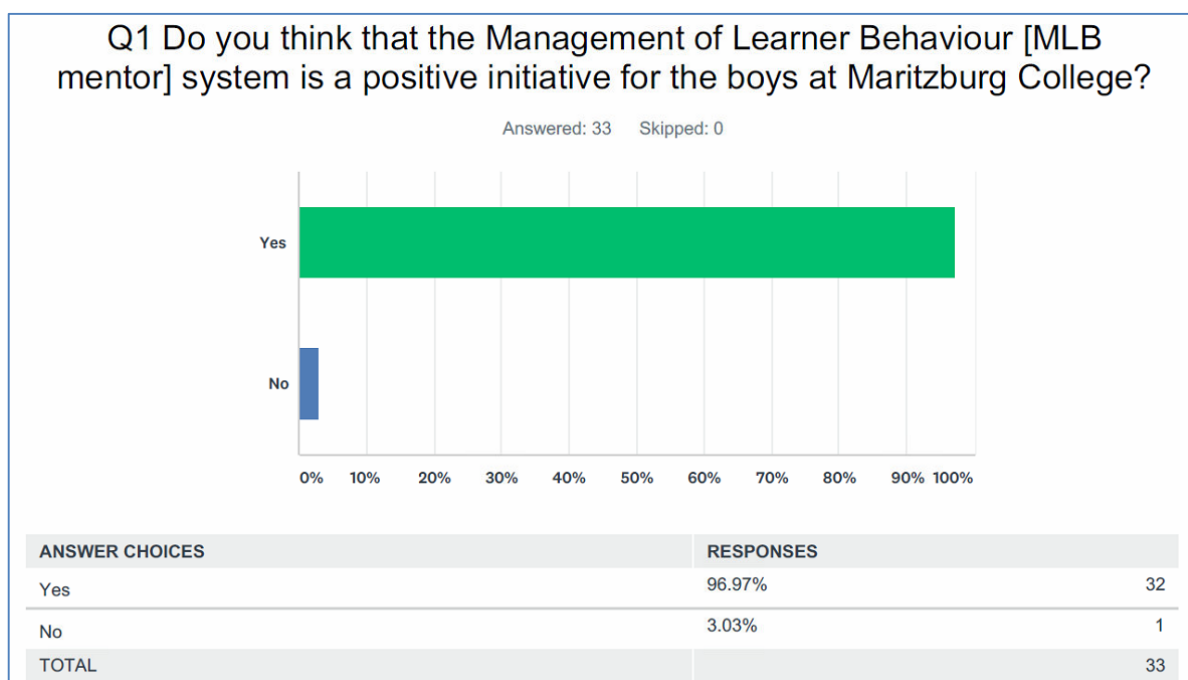
“I think that at the very beginning of the school year juniors and seniors must get paired up and there must be an ongoing effort to keep the system going. Actions speak louder than words.”

Comment: There are a number of very worthwhile suggestions which could add value to the system. The suggestions of pairing boys up early in the year; more interaction

and discussions; choice of topics and more time, are all very relevant. With the boys being paired with their learner mentor earlier, it would make for a greater opportunity to get to know each other and to have meaningful conversations around a larger number of topics. This adds to the notion of improving relationships between the mentors and mentee to improve learner behaviour.

4.3.4.4 Educators as mentors

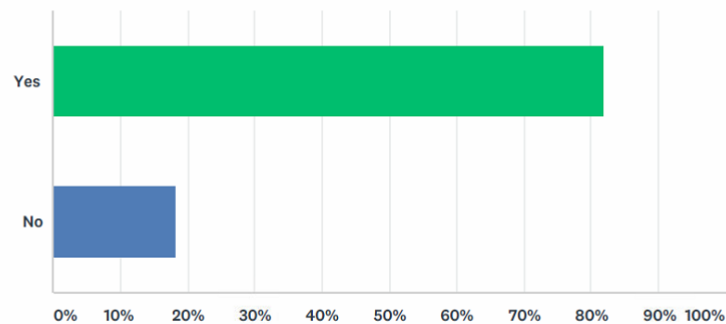
A total of 33 (66%) mentors out of a potential 50 completed the online survey which is a good statistical return according to Bryman and Bell (2015).



Of the 33 mentors who responded, 32 (97,9%) felt that the MLB system was a positive initiative and only 1 (3,0%) did not.

Q2 Have you found the MLB system to be beneficial in your mentoring relationship with the boys?

Answered: 33 Skipped: 0

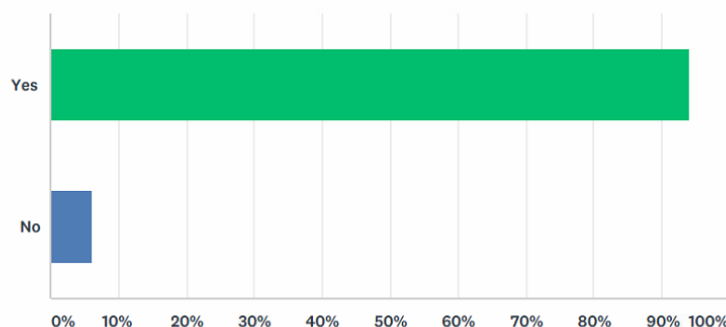


ANSWER CHOICES		RESPONSES	
Yes		81.82%	27
No		18.18%	6
TOTAL			33

Of the 33 mentors who responded, an overwhelming number 27 (81,8%) believed that the system had been beneficial in the mentoring of boys and their relationships. And 6 (18,1%) did not.

Q3 Do you feel that there might still be some limitations to the MLB system?

Answered: 33 Skipped: 0

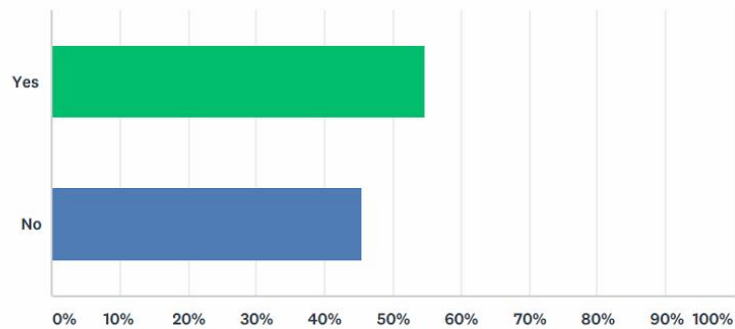


ANSWER CHOICES		RESPONSES	
Yes		93.94%	31
No		6.06%	2
TOTAL			33

Of the 33 mentors who responded, 31 (93,9%) felt that there were still some limitations to the system and only 2 (6,0%) did not. This would need to be investigated at some further point to establish what these limitations might be and how this can be addressed.

Q4 From your experience as an educator, do you think that the boys have bought into the system?

Answered: 33 Skipped: 0

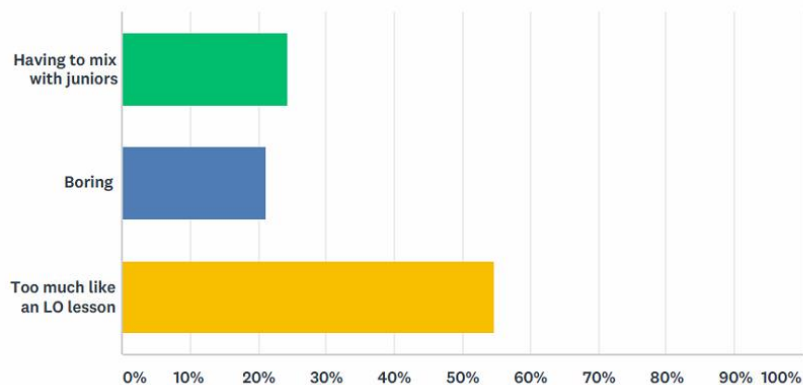


ANSWER CHOICES	RESPONSES	
Yes	54.55%	18
No	45.45%	15
TOTAL		33

Of the 33 mentors who responded, a small majority 18 (54,5%) felt that the boys had bought into the system whilst 15 (45,4%) felt that they had not. Further investigation would need to be done to establish how one could improve the 'buy-in' of more boys.

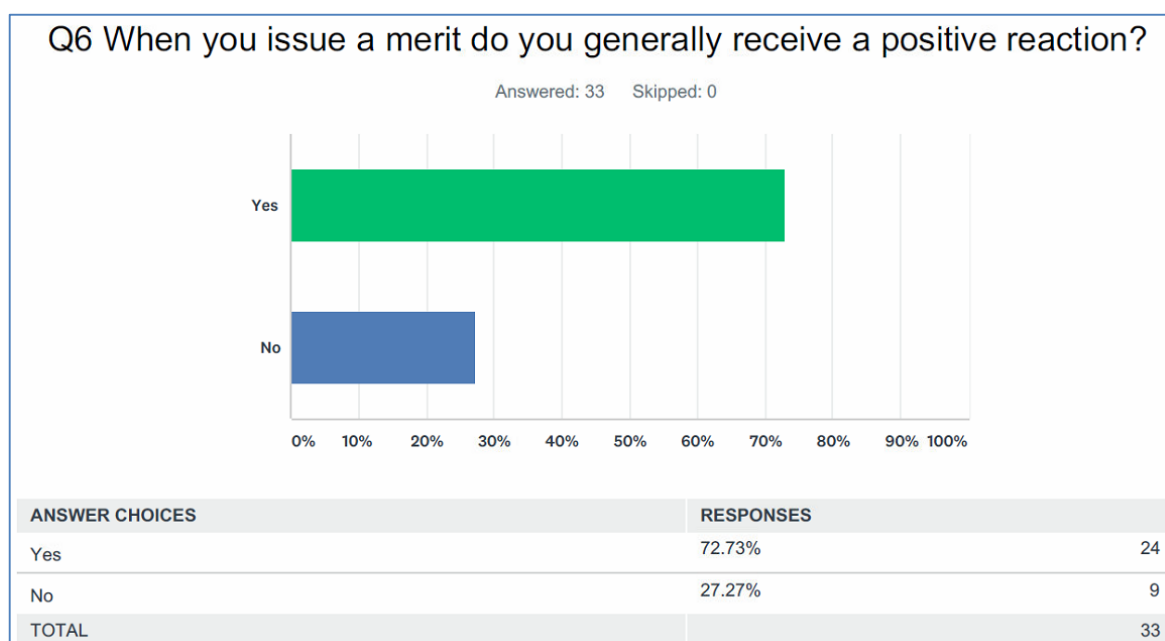
Q5 From your experience as a mentor, what do you feel the reason may be that some boys may not as yet have bought into the system? Select one of A, B or C which best fits:

Answered: 33 Skipped: 0

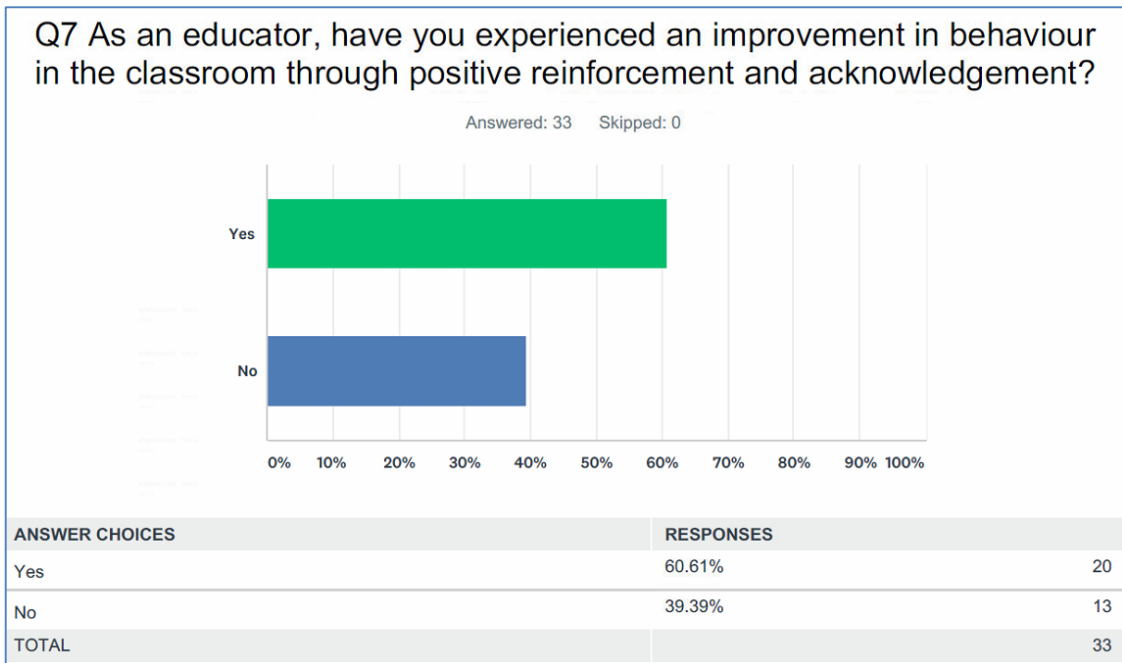


ANSWER CHOICES	RESPONSES	
Having to mix with juniors	24.24%	8
Boring	21.21%	7
Too much like an LO lesson	54.55%	18
TOTAL		33

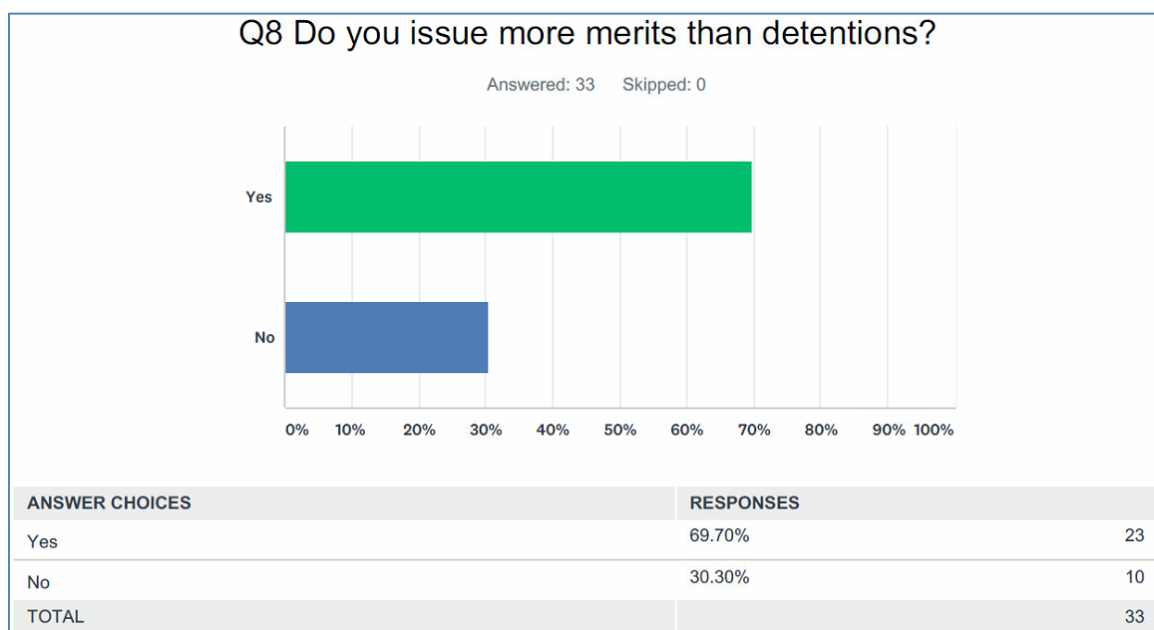
Of the 33 mentors who responded, 8 (24,2%) chose option A: Having to mix with juniors whilst 7 (21,2%) preferred option B: It is boring. The majority 18 (54,5%) went for option C: Too much like a Life Orientation lesson. The fact that the majority went with Option C is not a major issue as such as much of the content of the mentor programme is of a similar nature.



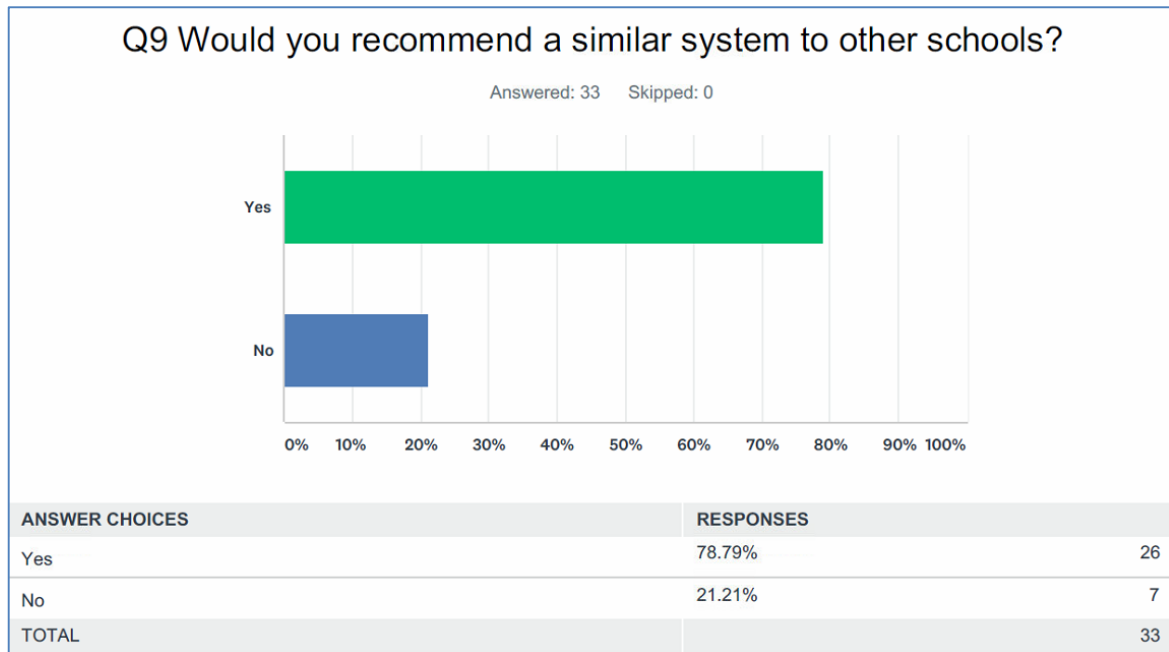
Of the 33 mentors, a large majority 24 (72,7%) received a positive reaction on issuing a merit whereas 9 (27,2%) did not. This data suggests that the positive discipline strategies could be impacting by improving behaviour from the learners.



Of the 33 mentors, a majority 20 (60, 6%) recorded improved behaviour through positive reinforcement and acknowledgement whilst 13 (39.3) had not. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour.



A majority of mentors 23 out of 33 (69,7%) issued more merits than detentions whilst 10 (30,3%) did not. This is of relevance as it relates back to one of the aims of the research viz. positive reinforcement strategies of which the issuing of merits would be one.



An overwhelming majority of mentors, 26 out of 33 (78,7%) would recommend a similar system to other schools. This is of relevance as one could deduce that it is having a positive effect. Moyo et al. (2014) confirm that the effective management of positive learner behaviour has the potential to create a pleasurable work environment with a reduction in the number of disciplinary matters.

Educator Survey Question 10: Can you recommend any suggestions that may assist in improving our system in the management of learner behaviour?

Twenty-five out of 33 (75%) of the mentors responded with recommendations, some of which appeared very useful and with the potential to be considered for implementation:

“Mentor relationships between juniors and seniors could make discipline easier and fairer.”

“in depth or more challenging mentor training to be given to teachers”

“maybe more surveys on certain aspects”

“Teachers need to be encouraged to issue merits. I do not issue as many as I should which is discouraging on my part.”

“I think the merit system is a good initiative if used for the purpose of reinforcing acts which require acknowledgement where the boy concerned does not perform the act expecting reinforcement...”

“The teacher as a mentor should identify other mentors in the class and align them to the junior boys in the mentor class. Essentially, you will have 10 mentors consisting of grade 11 and 12, and they will mentor grade 8 and 9 respectively. The teacher mentor will then mentor the grade 10, 11 and 12 boys. However, oversee the mentoring of the grade 8 and 9 boys.”

“The system is positive yet it still has an undermining effect, to improve the system we could rather start teaching learners more to be intrinsically motivated. The expectation of a reward is more than the pride taken in learning and is short lived. If we focus on educating learners to be more intrinsically motivated earlier in their adolescent lives, more years may be spent at high school changing expectations on good behaviour so that a positive and self-motivated learning environment is established. Thus producing a more equipped human being leaving our school and entering the work force or tertiary education facilities. “

“Making the content more relevant to current issues taking place in the school environment. This would take more regular preparation but it would avoid the repetition of the LO content and would make the issues dealt with more relevant and topical. More emphasis should be put on social media issues and responsibility thereto.”

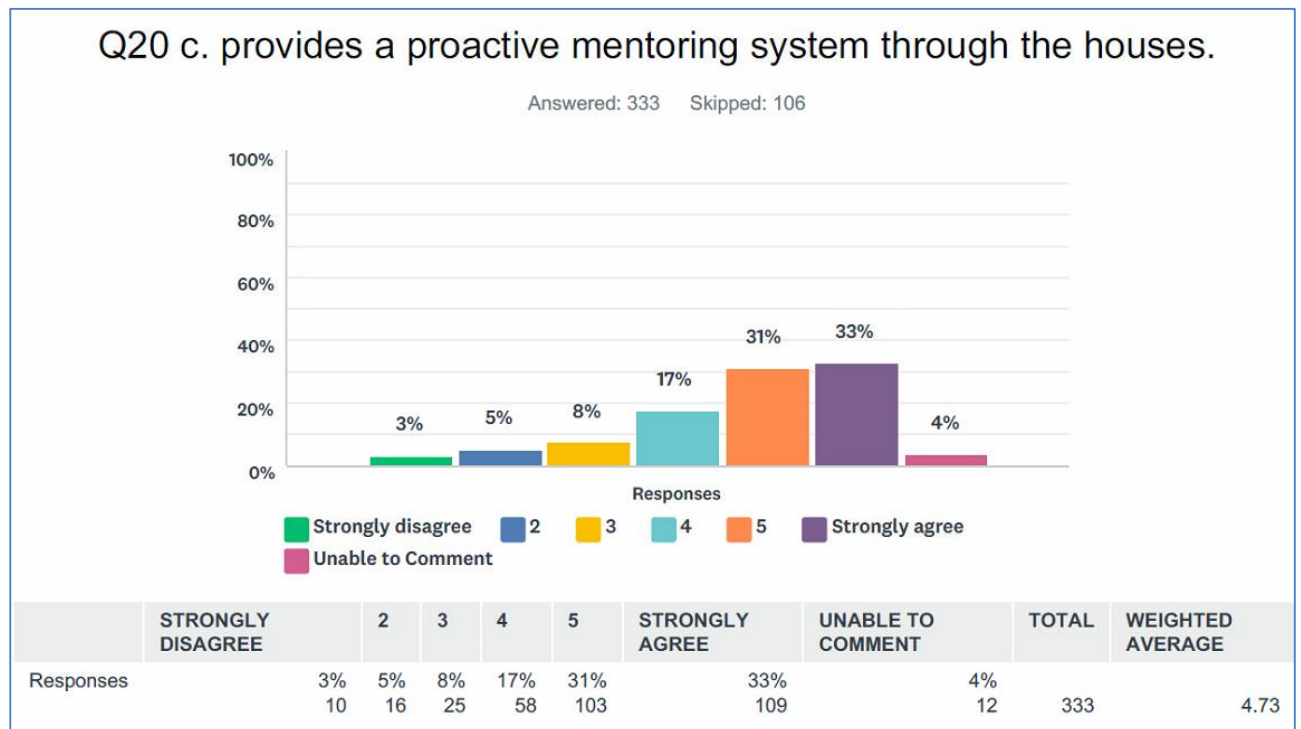
“Develop a system where mentors have more time to develop a 1 on 1 relationship”

Comment: There is the school of thought that if some of these suggestions were considered for implementation as many of these educators (mentors) collectively have years of experience in the field viz. the need for more time to develop a meaningful relationship; more relevant content; and more in depth mentor training are all suggestions that may well add value to ultimately improving positive discipline of the learner. There is no doubt that with greater depth of training for the mentors that would ideally improve the overall quality of mentoring. Also the more time that is allocated to the mentor period the better as more meaningful conversations could occur and better long lasting mentor – mentee relationships develop

4.3.4.5 The community (parents)

A total of 333 (75.8%) parents in the community out of a potential 439 who responded, completed the Likert-scale online questionnaire which is a good statistical return according to Bryman and Bell (2015).

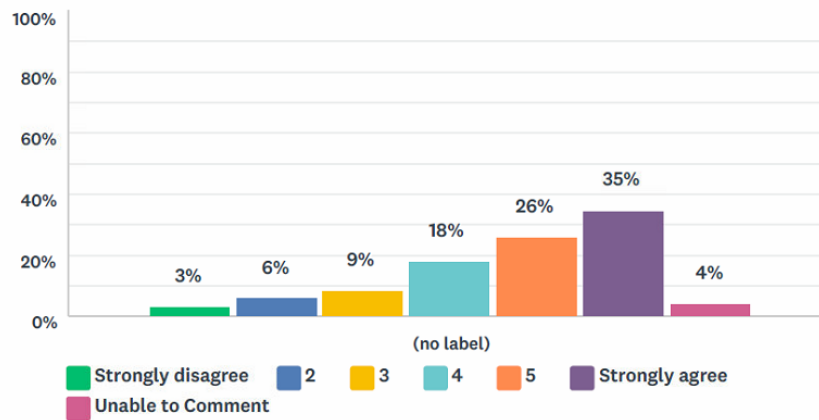
Only two questions from the parent questionnaire using the Likert-scale survey were of relevance to this particular study and the analysis and interpretation are as follows:



Of the 333 parents who responded, 4% (12) were unable to comment and should be excluded. Therefore only 321 to be included in this analysis. The majority agreed with the statement, with 66% (212) answering either 5 or strongly agree. The weighted average of the responses was 4.73 out of 6. However, a significant proportion (30%) were not in agreement and further investigation is required to investigate the reasons.

Q21 d. mentoring system has positively contributed to their boys well being.

Answered: 333 Skipped: 106



	STRONGLY DISAGREE	2	3	4	5	STRONGLY AGREE	UNABLE TO COMMENT	TOTAL	WEIGHTED AVERAGE
(no label)	3%	6%	9%	18%	26%	35%	4%	333	4.68
(no label)	10	20	29	60	86	115	13		

Of the 333 parents that responded, 4% (13) were unable to comment and should be excluded. Therefore, only 320 are to be included in this analysis. The majority, 61% (201) agreed with the statement, either answering with a 5 or strongly agree. The weighted average for the question was 4.68 out of 6. However, a significant proportion (35%) was not in agreement and further investigation is required to understand their reasons.

The majority of respondents indicated that they supported the proactive mentoring system and had contributed positively to their boy's well-being. Both of these complements what the school is trying to do and also adds substance to the research aims and objectives.

4.3.4.6 Summary

From SurveyMonkey, the following data was presented: questionnaires completed by the Grade 9 and 11 learners, the educators (mentors) and the community (being the parents) with a discussion. After concluding this section, we will move to the triangulation of the data in relation to the key research sub-questions and analyse accordingly.

4.3.5 Conclusion

This section focussed on the biographical data of all the respondents which included the Grade 9 and Grade 11 learners, the educator (mentors) and the community (parents). Thereafter all the data was analysed and interpreted resulting in the empirical findings as obtained from the FrontOffice LMS and the questionnaires conducted on SurveyMonkey. The interpretation was in relation to the aims and objectives formulated in Chapter 1.

4.4 TRIANGULATION OF THE DATA FROM THE RESEARCH INSTRUMENTS

4.4.1 Introduction

Triangulation has come to be known as using more than one method in gathering data and comparing different sets of data. In this study, the researcher has been fortunate in utilising two separate but complementary research platforms to collect data on the research topic, namely through FrontOffice and SurveyMonkey. These platforms have facilitated and ensured validation through cross verification of the data obtained, which involved numerous different types of samples viz. learners at Grade 9 and Grade 11, educators and parents in the community of the sampled school. Respondent validation has been noted as a kind of triangulation in which the researcher's interpretation of the data is compared to that of the respondent (Hammond & Willington, 2013). Using diverse ways of gathering data, sampling and engaging in multiple theoretical positions make the finding of the research stronger and more reliable.

This discussion will be done according to sub-questions two and three as indicated earlier in this chapter.

4.4.2 Second sub-research question: How can educators assist in implementing positive discipline management strategies to improve learner behaviour of Grade 9 boys?

From the data obtained through the various research instruments, the following were confirmed:

- Of the educators, 97% felt that the implementation of the MLB system was a positive initiative for the boys in improving their behaviour and therefore more needed to do so.
- Of the educators, 73% felt that by issuing a merit they received a positive reaction from the boys and it suggests that positive discipline strategies are having a desired effect of improvement in behaviour. Data from FrontOffice also substantiates this as the number of misconducts has reduced since 2014 and the introduction of the MLB system.
- Of the educators, 66% recorded improved behaviour through positive reinforcement and acknowledgement. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour.
- Of the boys at Grade 9, 72% of them and 77% of the boys at Grade 11, felt that their behaviour did improve when they received positive comments and merits from their teachers. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour. Educators need to continue and increase positive feedback and the issuing of merits.
- Of the boys at Grade 9, 70% of them and 68% of the boys at Grade 11, felt that the MLB system was a positive initiative for them in helping them to improve behaviour. This is relevant information for the educators and they need to take cognisance of this.

This is all relevant for the Grade 9 boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the MLB system. Therefore, both the FrontOffice research platform and the questionnaires on SurveyMonkey research platform confirm the positive impact of merits. In FrontOffice the number of misconducts reduced significantly when the educators issued merits.

4.4.3 Third sub-research question: Which positive discipline management strategies have been the most successful with these Grade 9 boys?

Of the 94 Grade 11 boys who responded 32 (34,0%) felt proud, 46 (48,9%) felt valued and 16 (17,0%) felt special when they were issued with a merit. Of the 75 Grade 9 boys who responded 33 (44,0%) felt proud whilst 31 (41.3%) felt valued and 11 (14.4%) felt special when they were issued with a merit.

This is significant as it links back to Maslow's 'Hierarchy of Needs' as mentioned in Chapter 1. The fourth level of Maslow's 'Hierarchy of Needs' is when individuals feel comfortable with what they have accomplished. This is the 'Esteem' level where there is the need to be "competent and recognised, such as through status and level of success" (Maslow, 1943: 370).

This is all relevant for the Grade 9 boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the MLB system. Therefore, both the FrontOffice research platform and the questionnaires on SurveyMonkey research platform confirm the positive impact of merits. In FrontOffice the number of misconducts reduced significantly when the educators issued merits.

Of the boys at Grade 9, 72% of them and 77% of the boys at Grade 11 felt that their behaviour did improve when they received positive comments and merits from their teachers. Data from FrontOffice also substantiates this as the number of misconducts has reduced since 2014 and the introduction of the MLB system. FrontOffice data reflects that since the introduction of merits and the MLB system in 2014, where 342 merits were awarded, there was a significant drop in misconducts. 533 in 2013 to 103 in 2014 to 205 in 2017 even though the roll has increased from 252 to 282. In 2017, 473 merits slips were presented. In Table 4.8 where a comparison is drawn between

the two, in 2014 0.41 boys received misconducts where 1.35 received merits. In 2017 both numbers have increased to 0.73 and 1.68 respectively. Moyo *et al* (2014) confirm that the effective management of positive learner behaviour has the potential to create a pleasurable work environment with a reduction in the number of disciplinary matters. This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour and is of particular relevance to the Grade 9 boys.

4.5 CONCLUSION

In this chapter an in-depth analysis and interpretation was conducted after all the relevant data was presented. From the data obtained it is apparent that both the educators and learners could and have benefitted from a positive management strategy focussed on improving learner behaviour.

Chapter 5 presents findings and draws conclusions on the study as well as offering suggestions and recommendations for further research.

CHAPTER 5 SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter the content analysis and identified themes were discussed. This chapter presents a summary of the most important aspects of the research project. A summary of the main aspects of each chapter is discussed with the limitations of the study being listed. Thereafter the summary and the findings of the research are discussed in line with the three research questions. Recommendations are formulated resulting from the literature as well as the empirical investigation, and the chapter concludes with recommendations for further research.

5.2 SUMMARY OF THE STUDY

The purpose of this section is to give a summary of the most important aspects of the different chapters of this research. In Chapter 1 an introductory orientation to the research was provided by presenting the background and rationale for the study (cf.par.1.1). The preliminary literature review (cf.par.1.2) provided empirical evidence supporting the premise that the reinforcement of positive discipline management strategies (MLB) could have the desired effect on teaching, learning and pastoral care on the Grade 9 boys, but the research problem needed to be answered through research (cf.par.1.3). The research problem was posed and discussed (cf.par.1.3) with the aims and objectives of the research being outlined (cf.par.1.4). A brief discussion of the research design and methodology followed, indicating a quantitative research approach which included population and sampling, instrumentation and data collection techniques as well as data analysis and interpretation (cf.par.1.5). Thereafter followed a discussion of the reliability and validity of the research (cf.par.1.6), the planning (cf.par.1.7) and finally, the definition of key concepts (cf.par.1.8). These included the following: Management (cf.par.1.8.1); Mentorship of boys by educators and senior boys (cf.par.1.8.2); Managing Learner Behaviour (MLB) (cf.par.1.8.3); Grade 9 Boy (cf.par.1.8.4); Behaviour (cf.par.1.8.5); Positive discipline (cf.par.1.8.6); Emotional Intelligence (EQ) (cf.par.1.8.7) and Empirical survey (cf.par.1.8.8).

Chapter 2 presented an overview of literature on existing and relevant knowledge of managing learner behaviour in general and at a school for boys in particular. The research led the reader to a better understanding of the problem statement and previous work done in the field of positive behaviour models. The benefits of a positive behaviour management strategy were identified, with appropriate models being mentioned with the potential to implement were discussed.

The chapter started with a concept clarification of terminology used throughout the chapter (cf.par.2.2). Concepts clarified included the following: classroom management (cf.par.2.2.1); discipline and classroom management (cf.par.2.2.2); classroom management practices (cf.par.2.2.3) and also learner management (cf.par.2.2.4).

Thereafter, three theories followed on how to impact on learner behaviour through leadership were discussed (cf.par.2.3) which included transformational leadership (cf.par.2.3.1), learner development theory (cf.par.2.3.2) and systems theory (cf.par.2.3.4). Further research was conducted into positive classroom management (cf.par.2.4); the effect of positive classroom and learner management on learner behaviour (cf.par.2.5); an effective management of learner behaviour system (cf.par.2.6); the mentoring of boy learners in a boys' school (cf.par.2.7); and the link between a behaviour management system and the effective mentoring of boys (cf.par.2.8). These all guided the researcher to various conclusions.

Chapter 3 addressed the research methodology used in this research. A summary of the research design and approach (cf.par.3.2.1 & 3.2.2) as well as the rationale for choosing the quantitative research method (cf.par.3.2.3) was detailed. Thereafter followed population and sampling (cf.par.3.3) where the population (cf.par.3.3.1), samples (cf.par.3.3.2) and sampling techniques (cf.par.3.3.3) were explained and justified. Instrumentation (cf.par.3.4) was then explained followed by the data collection procedures (cf.par.3.5) and the analysis and presentation (cf.par.3.6) of the data taking into consideration the very important aspects of validity and reliability (cf.par.3.7). The chapter concluded with a reference to the ethical aspects taken into account during data collection (cf.par.3.8), then a short conclusion of the chapter was provided.

Chapter 4 dealt with the presentation and analysis of data collected during the quantitative research process (cf. para.4.2). This chapter presented the empirical design for the study in detail and guidelines on how the data was collected and analysed as well as methods for data analysis presentation and discussion (cf.par.4.3) were also provided. This included the research instruments FrontOffice *LMS* and SurveyMonkey. The triangulation of the data obtained from the research instruments was explained in relation to the three research sub-questions (cf.par.4.4) and a conclusion of the chapter (cf.par.4.5)

Chapter 5 presents a summary of an integrated interpretation of the research. It also presents the findings of the literature review, reported in Chapter 2 as well as the findings from the data analysis made in chapter 4. This chapter presents an in-depth examination of all the themes identified as well as recommendations from the findings.

5.3 FINDINGS FROM THE STUDY

5.3.1 Introduction

The findings that follow are made on the basis of the literature review as well as the analysis of the empirical data collected.

5.3.2 Findings with regard to research aim one

Research aim one was to determine how learner behaviour will improve by educators acting as mentors (cf. par.1.4). The following main findings from the literature review were made:

5.3.2.1 Positive classroom and learner management

Significant research has been conducted around the world on the impact of positive classroom and learner management in reducing behaviour problems in the classroom. By building positive relationships, in addition to teaching conflict resolution, self-control, valuable social skills and having educators who reward competence and encourage trust, should provide learners with protective factors which can facilitate improved functioning in adulthood. Learner behavioural management is about positive

approaches to teach a child self-control and confidence and therefore requires careful implementation.

Due to research at schools in New Zealand to create positive classroom and improved learner management, the following findings were established: practical strategies educators can implement include self-monitoring of educator-learner communication to ensure that verbal interaction with learners is clear, positive, and encourages them to feel comfortable requesting help and clarification of teaching instruction (cf.par.2.4). Another significant implication for practice identified in this review was the effectiveness that the use of positive reinforcement strategies can have on increasing positive learner behaviour. Positive reinforcement strategies which can prove effective with secondary school learners include the use of a token economy system (where tokens can be exchanged for a reward that is meaningful to the learner), tangible rewards, praise, a preferred activity or free time. This relates to the awarding of merits as a positive reinforcement strategy.

Although the studies under investigation showed positive results for the use of various positive stimuli, it is important to highlight the necessity of ensuring that learners find the reward reinforcing. Educators can do this by simply asking learners what they would like to receive as a consequence, for example, for completing a requested task (which will be practical for use in the classroom). This ensures that the use of positive reinforcement serves its intended purpose (cf. par 2.4).

FINDING: From the available research it is evident that the creation of a positive classroom and learner management by the educators is essential in forging better relationships and outcomes.

5.3.2.2 The effect of positive classroom and learner management on learner behaviour

For positive classroom and learner management to have a positive effect, it must be well managed as it involves an attitude and work ethic that are driven by good professional behaviour, support structures and good planning. Furthermore, realising a permanent belief in the system requires active leadership. The effects of positive classroom and learner management on learner behaviour are that it helps develop in

the school a culture of total wellness, and supports the teaching of responsibility and positive symbiotic relationship between learner and educator (cf.par.2.5). This approach focuses on allowing learners the opportunity to grow positively and also make good decisions.

FINDING: Positive discipline management is based on the understanding that discipline must be taught and that discipline teaches through effective implementation by the educators. For positive classroom and learner management to have a positive effect, it must be well managed and driven by superb professional behaviour, support structures and good planning, ideally by the mentor. However, it does require significant input by all stakeholders and a firm belief in the system.

5.3.2.3 The mentoring of boy learners in a boys' school

Effective mentorship and role-modelling can have a positive effect in building men of hope and integrity, men who can think ahead, plan efficiently and be accountable for their actions.

If a mentor is looking to assist a mentee in establishing a sound value system, it stands to reason that he or she should be reflecting on their own value system in this process. Part of the role-modelling practised in this relationship must by necessity be deliberate, planned and thoughtfully executed in order to demonstrate the values and benefits of the practices the mentor is advocating.

Each of the aforementioned authors refers to the importance of establishing relationships and the development of clear communication between mentors and mentees. These elements are valuable skills the mentors can use outside of their mentorship role in the wider context of their lives. When compared, these readings have a common thread: being a mentor involves the transfer of learned skills and values from the mentor to the mentee. It is therefore of critical importance for the mentor to be trained in, and to value, these particular skills, and to look for effective ways to pass them on (cf.par.2.7).

FINDING: At the researcher's school, the mentor – mentee system has now been in place for almost three years and is a continual work in progress. Good relationships

are being established as the educators (mentors) have now known some of their learners for three years and will in two years' time have known them for five years. They should by then have established an excellent understanding, rapport and knowledge of each of their mentees.

5.3.2.4 The link between a behaviour management system and the effective mentoring of boys

More recent anecdotal and empirical research indicates that the better the behaviour management system through positive discipline and personal affirmation, the more effective the mentoring of boys. Educators as mentors and possible role models a learner may wish to follow need to be resourceful and knowledgeable. An informed, well-prepared and well-read educator seldom faces behaviour problems as he or she manages to keep learners engaged in the learning process. Educators (mentors) in dealing with potential misbehaviour should strive to prevent or avoid boredom, frustration, fatigue or unpleasant activities. Furthermore, they should aim to include appealing and varying activities, which involve good success and immediate positive rewards (even small rewards like verbal encouragement) and ensure that all learners are challenged and involved while none are overwhelmed, as these will prove to be beneficial.

To this end the researcher makes reference to Maslow's 'Hierarchy of Needs' which was driven by the desire to understand what motivates people. This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other needs. The fourth level (the esteem level) is when individuals feel comfortable with what they have accomplished. This is all relevant for the Grade 9 boys and will add value in attempting to get boys to 'buy into' a positive disciplined environment through the Managing Learner Behaviour (MLB) system.

Data obtained from FrontOffice supports Maslow's contention and indicates a decline in the number of detentions issued and an increase in the number of merits awarded. The mentors provide a link between the boys, the housemasters and the broader school as well as the parents. They are in touch with their boys and provide a support structure for them whilst also following a clearly defined mentor programme. Whilst

ideally all the mentors should be males, this is not always possible, and the women educators do still provide wonderful support and encouragement for their learners (cf.par.2.8).

FINDING: There is at this early stage evidence that suggests that the combined MLB system and FrontOffice LMS at the selected school, along with the mentor programme, signs that they are potentially effective.

The literature review focused on the need for positive discipline strategies to be employed in the classroom, which would ultimately make for better relationships between the educator and the learner.

5.3.3 Findings with regard to research aim two

The findings discussed below arise from the quantitative data collected during the study (Chapter 4). Research aim two was to determine how educators can assist in establishing and implementing positive discipline management strategies that will help in improving learner behaviour of Grade 9 boys (cf. par. 1.4). The following main findings from the analysis of data from FrontOffice LMS and SurveyMonkey were made:

5.3.3.1 All learners (FrontOffice LMS)

When one considers and compares Tables 4.4 and 4.5 as well as Graphs 4.1 and 4.2 where in 2012, 1645 misconducts were issued to a total of 1167 learners. In 2014, when the MLB system was introduced the number of misconducts dropped significantly to 677 even though the roll had increased to 1224 (an increase of 57 learners). In 2017 only 723 misconducts were issued considering that the roll had also increased by 99 to 1323. In 2014, 2375 merits were issued and in 2017, 2625. When one draws a comparison between the two as far as number per learner, it is of interest to observe that the number of misconducts have dropped as the roll has increased and the number of merits to almost 1.5 to every boy. In 2014, 0.55 boys received a misconduct and the same number in 2017. In 2014 1.94 boys received a merit and in 2017 1.98 (cf. par 4.3.3.2).

FINDING: Since the educators (mentors) applied and implemented the MLB system the number of misconducts have significantly reduced. This suggests that through their awareness, proactive action and positive reinforcement strategies they have had a distinct impact on this data.

5.3.3.2 Grade 9 learners (FrontOffice LMS)

Since the introduction of merits and the MLB system in 2014, where 342 merits were awarded, there was a significant drop in misconducts. 533 in 2013 to 103 in 2014 to 205 in 2017 even though the roll has increased from 252 to 282. In 2017, 473 merit slips were presented. In Table 4.8, where a comparison is drawn between the two, in 2014 0.41 boys received misconducts where 1.35 received merits. In 2017 both numbers have increased to 0.73 and 1.68 respectively (cf. par 4.3.3.4).

FINDING: From the data provided on FrontOffice and from Moyo et al. (2014), one could deduce that through effective management of positive learner behaviour by the educators that there is a reduction in the number of disciplinary matters. This then results in a more pleasurable working and learning environment, which is a very important factor for both educators and learners.

5.3.3.3 Grade 11 learners (FrontOffice LMS)

When this current Grade 11 cohort was in Grade 9 in 2015, they received 147 misconducts and in 2017 only 101, which is a significant drop of 46 over two years. They received 896 merits in 2015 and 611 in 2017. The average number of misconducts in 2015 was 0.58 per boy and in 2017 0.41 – a drop of 0.17. The average number of merits in 2015 was 3.53 and in 2017 2.46 – a drop of 1.07. Of greater relevance is that the merits outweigh the misconducts by more than 2 to 1 which is in itself significant (cf. par 4.3.3.3).

FINDING: From the data provided on FrontOffice and from Moyo et al. (2014), one could deduce that through effective management of positive learner behaviour by the educators that there is a reduction in the number of disciplinary matters. This then results in a more pleasurable working and learning environment, which is a very important factor for both educators and learners.

5.3.3.4 Grade 9 learners (SurveyMonkey)

A total of 91 learners (32.1%) out of a potential 283 completed the online survey which is a satisfactory statistical return according to Bryman and Bell (2015). A total of 65 learners (72.2%) – a majority, felt that their behaviour did improve when they received positive comments and merits from their teachers and 25 (27,7%) felt that it did not. A total of 53 learners (58.8%) – a slight majority – had received more merits than detentions and 37 (41.1%) had received more detentions than merits. Furthermore, 54 learners (60,0%) said that their teachers had not issued merits but 36 (40,0%) had (cf. par 4.3.4.2).

FINDING: From the data provided from SurveyMonkey and also provided on FrontOffice, this is of relevance. One can deduce that some teachers are using this method as a positive reinforcement discipline management strategy more than others, but more work will need to be done in this area to increase the number.

5.3.3.5 Grade 11 learners (SurveyMonkey)

A total of 111 learners (44.7%) out of a potential 248 completed the online survey, which is a satisfactory statistical return according to Bryman and Bell (2015). A total of 85 learners (77.2%) – a reasonable majority - felt that their behaviour did improve when they received positive comments and merits from their teachers and 25 (22.7%) reported that it did not. A total of 78 learners (71.6%) – a significant majority – compared with 31 (28.4%), had received more merits than detentions. Furthermore, 79 learners (71.1%) – a majority – said that their teachers had not issued and 32 (28.8%) said that their teachers had (cf. par 4.3.4.3).

FINDING: From the data provided on FrontOffice, this is of relevance. One can deduce that some teachers are using this method as a positive reinforcement discipline management strategy more than others, but more work will need to be done in this area to increase the number.

5.3.3.6 Mentors (SurveyMonkey)

A total of 33 mentors (66%) out of a potential 50 completed the online survey which is a good statistical return according to Bryman and Bell (2015). A total of 32 mentors (97,9%) felt that the MLB system was a positive initiative and only 1 (3,0%) did not,

whilst an overwhelming number, 27 (81,8%), believed that the system had been beneficial in the mentoring of boys and their relationships with only 6 (18,1%) not. More merits than detentions were issued by 23 mentors (69,7%) whilst only 10 (30,3%) did not (cf.par.4.3.4.4).

FINDING: An overwhelming majority of mentors, 26 out of 33 would recommend a similar system to other schools. This is of relevance as one could deduce that 23 out of 33 have implemented the system as a positive reinforcement discipline management strategy, but more work will need to be done in this area to increase that number.

5.3.3.7 Community (SurveyMonkey)

A total of 333 parents (75.8%) in the community out of a potential of 439 who responded, completed the Likert-scale online questionnaire which is a good statistical return according to Bryman and Bell (2015). In both cases a majority of the respondents, 66% and 61% respectively, agreed strongly or agreed with the respective statements viz. that the MLB system provided a proactive mentoring system through the houses and that the mentoring system had positively contributed to their boy's wellbeing. Respondents not in agreement were 30% and 35% (cf.par.4.3.4.5).

FINDING: The deduction that can be drawn is that the educators had been reasonably successful in implementing the system as a positive reinforcement discipline management strategy that would help in improving learner behaviour of Grade 9 boys.

5.3.4 Findings with regard to research aim three

The findings discussed below arise from the quantitative data collected during the study (Chapter 4). Research aim three was to determine which positive discipline management strategies have been the most successful with these Grade 9 boys (cf. par. 1.4). The following main findings resulted from the analysis of data:

5.3.4.1 All learners (FrontOffice LMS)

The reason why all the learners are included is to show the number of misconducts and merits issued to the whole school prior to the implementation of the MLB system and how this resulted in the misconducts reducing significantly. When one draws a comparison between the two as far as number per learner, it is relevant to observe that the number of misconducts dropped as the roll increased and the number of merits increased to almost 1.5 to every boy. In 2014, 0.55 boys received a misconduct and the same number in 2017. In 2014 1.94 boys received a merit and in 2017 1.98 (cf.par.4.3.3.2).

FINDING: By implication, it suggests that through positive discipline management strategies and the proactive action by the educators these strategies have been successful overall with the boys.

5.3.4.2 Grade 9 learners (FrontOffice LMS)

Since the introduction of merits and the MLB system in 2014, where 342 merits were awarded, there was a significant drop in misconducts; 533 in 2013 to 103 in 2014 to 205 in 2017 even though the roll has increased from 252 to 282. In 2017, 473 merits slips were presented. In Table 4.8 where a comparison is drawn between the two, in 2014 0.41 boys received misconducts where 1.35 received merits. In 2017 both numbers have increased to 0.73 and 1.68 respectively (cf.par.4.3.3.4).

FINDING: By implication, it suggests that through positive discipline management strategies and the proactive action by the educators these strategies have been successful overall with the boys.

5.3.4.3 Grade 11 learners (FrontOffice LMS)

When this current Grade 11 cohort was in Grade 9 in 2015, they received 147 misconducts and in 2018 only 101 - a significant drop of 46 over two years. They received 896 merits in 2015 and 611 this year. The average number of misconducts in 2015 was 0.58 per boy and in 2017 0.41 – a drop of 0.17. The average number of merits in 2015 was 3.53 and in 2017 2.46 – a drop of 1.07 (cf.par.4.3.3.3).

FINDING: Of greater relevance is that the merits outweigh the misconducts by more than 2 to 1 which is in itself significant. By implication it suggests that through positive discipline management strategies and the proactive action by the educators these strategies have been successful overall with the boys.

5.3.4.4 Grade 9 learners (SurveyMonkey)

A total of 91 (32.1%) learners out of a potential 283 completed the online survey which is a satisfactory statistical return according to Bryman and Bell (2015). A significant number, 64 (70.3%), felt that the mentor system was a positive initiative and 27 (29.5%) felt that it was not whilst 48 (52.7%) have personally bought into the system whereas 43 (47.2%) have not. A good majority, 62 (68.1%), would recommend a similar mentor system to other schools and 29 (31.8%) would not (cf. para. 4.3.4.2).

FINDING: From the available data one could deduce that through positive discipline management strategies and the proactive action by the educators these strategies have been reasonably successful with the boys.

5.3.4.5 Grade 11 learners (SurveyMonkey)

A total of 111 learners (44.7%) out of a potential 248 completed the online survey, which is a satisfactory statistical return according to Bryman and Bell (2015). A significant number, 76 (68.4%), felt that the mentor system was positive and 35 (31.5%) felt that it was not, and 61 boys (55%) have bought into the system whereas 50 (45%) have not. A very slight majority, 56 (51%), recommended a similar mentor system to other schools whereas 54 (49.9%) did not (cf.par.4.3.4.3).

FINDING: From the available data one could deduce that through positive discipline management strategies and the proactive action by the educators these strategies have been reasonably successful overall with the boys.

5.3.4.6 Mentors (SurveyMonkey)

A total of 33 mentors (66%) out of a potential 50 completed the online survey which is a good statistical return according to Bryman and Bell (2015). A significant number of mentors, 27 (81,8%), believed that the MLB system had been beneficial in the mentoring of boys and their relationships and 6 (18,1%) felt that it had not, whilst an overwhelming number of mentors, 32 (97,9%), felt that the system was a positive initiative and only 1 (3,0%) did not. Improved behaviour through positive reinforcement and acknowledgement was recorded by 60,6% of the educators. A large majority of mentors, 26 out of 33 (78,7%), would recommend a similar system to other schools (cf. para. 4.3.4.4).

FINDING:

This is of relevance as one could deduce that 23 out of 33 mentors have implemented the system as a positive reinforcement discipline management strategy and this has been reasonably successful with the boys.

5.3.4.7 Community (SurveyMonkey)

A total of 333 parents (75.8%) in the community out of a potential 439 who responded completed the Likert-scale online questionnaire, which is a good statistical return according to Bryman and Bell (2015). A good majority of respondents, 63,5%, agreed strongly or agreed with the respective statements viz. that the MLB system provided a proactive mentoring system through the houses and that the mentoring system had positively contributed to their boy's well-being, while 32,5% of the respondents were not in agreement (cf. par. 4.3.4.5).

FINDING:

The deduction that can be drawn is that the educators have been reasonably successful in implementing the system as a positive reinforcement discipline management strategy that has been reasonably successful with the boys.

5.3.5 Conclusions

Of the 33 educators, 32 felt that the implementation of the MLB system was a positive initiative for the boys in improving their behaviour (cf.par.5.3.4.6). A total of 23 educators felt that by issuing a merit they received a positive reaction from the boys and it suggests that positive discipline strategies are having a desired effect of improvement in behaviour (cf.par.5.3.3.6). Data from FrontOffice also substantiates this as the number of misconducts has reduced since 2014 and the introduction of the MLB system (cf.par.5.3.4.1). Furthermore, 20 of the educators recorded improved behaviour through positive reinforcement and acknowledgement (cf.par.5.3.4.6). This is significant as it relates to one of the aims of the research; that positive discipline management strategies have a positive effect on behaviour.

Of the 91 boys at Grade 9, 65 of them and 85 of the boys at Grade 11 felt that their behaviour did improve when they received positive comments and merits from their teachers (cf.par.5.3.3.4 & 5.3.3.5). Data from FrontOffice also substantiates this as the number of misconducts has reduced since 2014 and the introduction of the MLB system (cf. par 5.3.3.6). Moyo et al. (2014) confirm that the effective management of positive learner behaviour has the potential to create a pleasurable work environment with a reduction in the number of disciplinary matters. This is significant as it relates to one of the aims of the research, that positive discipline management strategies have a positive effect on behaviour. Furthermore, 64 Grade 9s and 76 Grade 11s felt that the MLB system was a positive initiative for them in helping to improve behaviour.

Finally, of the 94 Grade 11 boys who responded 32 (34,0%) felt proud, 46 (48,9%) felt valued and 16 (17,0%) felt special when they were issued with a merit. Of the 75 Grade 9 boys who responded 33 (44,0%) felt proud whilst 31 (41.3%) felt valued and 11 (14.4%) felt special when they were issued with a merit. This is significant as it links back to Maslow's 'Hierarchy of Needs' as mentioned in Chapter 1. The fourth level of Maslow's 'Hierarchy of Needs' is when individuals feel comfortable with what they have accomplished. This is the 'Esteem' level where there is the need to be "competent and recognised, such as through status and level of success" (Maslow, 1943: 370).

This is all relevant for the Grade 9 boys and will add value in attempting to get the learners to buy into a positive disciplined environment through the MLB system. Therefore, both the FrontOffice research platform and the questionnaires on

SurveyMonkey research platform confirm the positive impact of merits. In FrontOffice the number of misconduct reduced significantly when the educators issued merits.

Recommendations with regard to the findings will be made in the next section of the study.

5.4 RECOMMENDATIONS FROM THE STUDY

5.4.1 Introduction

The main objective of the study was to determine how positive discipline of Grade 9 boys should be managed at a selected public fee paying school in KwaZulu-Natal and to determine how learner behaviour could improve by educators acting as mentors. Furthermore, the study aimed to establish how educators could assist in implementing positive discipline management strategies that would help improve learner behaviour, as well as determine positive discipline management strategies that have been successful with Grade 9 boys.

In light of the findings from the data gathered from the empirical and quantitative case study through a systematic multi-stage sampling process, recommendations can now be proposed. The following recommendations suggest that the researcher achieved the main objective of the study to determine how positive discipline of Grade 9 boys should be managed at a selected public fee paying school in KwaZulu-Natal (cf. par.1.4).

5.4.2 Recommendation with regard to research aim one

Research aim one was to determine how learner behaviour will improve by educators acting as mentors (cf.par.1.4). It was revealed through the study that it is evident that the creation of a positive classroom and learner management by the educators is essential in forging better relationships and outcomes (cf.par.2.4).

RECOMMENDATION: For positive classroom and learner management to have a positive effect, it must be well managed and driven by superb professional behaviour, support structures and good planning ideally by the mentor - the educator (cf. par.2.5). However, it does require significant input by all stakeholders i.e. the SGB, principal,

senior management, HODs, staff and learners as well as a firm belief in the system. It is essential that the mentor and mentee establish good relationships and that the mentor builds an excellent understanding, rapport and knowledge of each of their mentees (cf.par.2.7). Furthermore, there is the need for positive discipline strategies to be employed in the classroom by the educator (mentor), which would ultimately make for better relationships between the educator and the learner (cf.par.2.8).

5.4.3 Recommendation with regard to research aim two

Research aim two was to determine how educators can assist in establishing and implementing positive discipline management strategies that will help in improving learner behaviour of Grade 9 boys (cf.par.1.4).

RECOMMENDATION: The study revealed that through effective management of positive learner behaviour by the educators there is a reduction in the number of disciplinary matters (cf.par.4.3.3.2 & 5.3.3.1). A number of educators (mentors) have implemented the MLB system and have found that this positive reinforcement discipline management strategy more than others has seen an improvement in behaviour (cf.par.4.3.4.3 & 5.3.3.4), but more work will need to be done in this regard by ideally all educators (mentors). A sizable majority of the educators would recommend the system to other schools (cf.par.4.3.4.4 & 5.3.3.6). Finally, a significant proportion of the community felt that the educators had been reasonably successful in implementing the system as a positive reinforcement discipline management strategy that would help in improving learner behaviour of Grade 9 boys (cf.par.4.3.4.5 & 5.3.3.7). Senior management should ensure that the system is implemented.

5.4.4 Recommendation with regard to research aim three

Research aim three was to determine which positive discipline management strategies have been the most successful with these Grade 9 boys (1.4).

RECOMMENDATION: It was revealed through the study that through positive discipline management strategies and the proactive action by the educators these strategies have been mainly successful with the boys (cf.par.5.3.4). A significant majority of the educators felt that the implementation of the MLB system was a positive initiative and strategy for the boys in improving their behaviour (cf.par.4.3.4.4 & 5.3.4.6) and would recommend the system to other schools (cf.par.4.3.4.4 & 5.3.3.6). Furthermore, a large percentage of boys from both Grade 9 and Grade 11 felt that the MLB system was a positive initiative for them in helping them to improve behaviour and felt that their behaviour did improve when they received positive comments and merits from their teachers. Therefore, on this basis, professional development, encouragement and support is required from senior management of schools to ensure that the system is implemented.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Managing learner behaviour in South African schools since the changes in the South African Schools Act (SASA), Act 84 of 1996 (RSA, 1996), came with its own particular challenges for educators and the need for other discipline strategies to be implemented for the maintenance of positive discipline in the classroom. In terms of Section 8(1) and 8(2) of the SASA (RSA, 1996), discipline has to be maintained in the classroom environment to ensure that a culture of teaching and learning can exist without disruptive behaviour. Since the removal of corporal punishment in 1996, discipline problems in schools have been exacerbated and educators have struggled to come to terms with alternative forms of punishment. The researcher contends that because of ill-discipline educators feel powerless on many occasions to exercise their authority and manage their learners' behaviour effectively. From evidence obtained, it is apparent that discipline remains the single most common and detrimental problem that educators face in their day-to-day teaching.

The researcher argues that there is no doubt that people appreciate positive reinforcement and acknowledgement as often as possible, which makes them feel good about themselves and want to continue to deliver. This is of particular importance in the classroom scenario as to the relationship between educator and learner. Hence, through the introduction and implementation of an effective positive discipline management system, this need would be met and behaviour problems potentially reduced. Therefore, the researcher contends, that by utilising the MLB system, along with positive affirmation in managing positive learner behaviour, these will contribute significantly to the overall holistic development of the boys.

This study highlighted, amongst other things, the importance of effective management systems that would assist the educator in the classroom. Several theories regarding learner management were explained and the literature review focused on the need for positive discipline strategies to be employed in the classroom, which would ultimately make for better relationships between the educator and the learner.

It is anticipated that this study will build on the existing body of knowledge in order to deepen the understanding of Grade 9 boys and the managing of their behaviour thereby potentially benefitting educators and learners around South Africa and internationally as well.

However, further research on mentoring for both the educator and learner is recommended, as this study has merely touched the surface and it is such an integral part of the development of our young people as they grow into adulthood.

5.7 LIMITATIONS OF THE STUDY

The study was limited to one public fee paying secondary school for expediency purposes and the empirical study followed a case study approach with systematic multi-stage sampling utilised. The study had some limitations during the quantitative phase:

- A number of the learners did not complete the questionnaire
- A number of educators (mentors) did not complete the questionnaire
- A number of parents/guardians in the community did not complete their questionnaire
- Possible psychological and social issues were not taken into consideration.

5.8 CONCLUSION

The purpose of this study was to investigate how positive discipline of Grade 9 boys should be managed at a selected public fee paying school in KwaZulu-Natal and to determine how learner behaviour would improve by educators acting as mentors. Furthermore, it investigated how educators could assist in implementing positive discipline management strategies that will help in improving learner behaviour and which positive discipline management strategies have been successful with Grade 9 boys.

The study revealed the following solutions:

- Implement a mentorship programme for an MLB system
- Provide professional development of staff as mentors
- Mentors need to be role models
- Provide guidance for learners who are also mentors of younger learners
- Support staff by management
- Positive discipline strategies influence outcomes and will reduce discipline occurrences

Moving forward it is essential that the SGB, principal and senior management all get behind and support a managing behaviour mentor system as it has the potential to create a pleasurable work environment with a reduction in the number of disciplinary matters for both the educator and the learner.

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ANNEXURE A



0619 M1RST

LUMAN C J MR
P O BOX 398
PIETERMARITZBURG
3200

STUDENT NUMBER : 0748-110-1

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
ENQUIRIES TEL : (012) 441-5702

DATE : 2017-02-01

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE : MED (EDUC MANAGEMENT) (98405)
TITLE : Managing learner behaviour of Grade 9 boys at a former Model C secondary school in KwaZulu-Natal province
SUPERVISOR : Prof CA JANSEN
ACADEMIC YEAR : 2017
TYPE: DISSERTATION
SUBJECTS REGISTERED: DFEDU95 M ED - EDUCATION MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane
Registrar (Acting)



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ANNEXURE B



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

Dear Mr Luman

Decision: Ethics Approval from
2017/10/18 to 2020/10/18

Ref: **2017/10/18/07481101/17/MC**

Name: Mr CJ Luman

Student: 07481101

Researcher:

Name: Mr CJ Luman

Email: lumanc@mcollege.co.za

Telephone: +27 33 342 5577

Supervisor:

Name: Prof RJ Botha

Email: Botharj@unisa.ac.za

Telephone: +27 82 411 6361

Title of research:

**Managing learner behaviour of Grade 9 boys at a former Model C secondary school
in KwaZulu Natal province**

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

*The **low risk** application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:



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1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2020/10/18. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2017/10/18/07481101/17/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*


Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN



Approved - decision template – updated 16 Feb 2017

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ANNEXURE C



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT MARITZBURG COLLEGE

TOPIC: “Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

20 October 2017

Ms F Dlamini

Circuit Manager Department of Education

Email: fortunate.dlamini@kzndoe.gov.za

Mobile: 072 277 4435

Dear Mrs Dlamini

I, Christopher John Luman, am doing research under supervision of Professor RJ Botha in the Department of Educational Management towards an MEd at the University of South Africa.

The aim of the study is to improve the management of Grade 9 boys’ behaviour through positive discipline measures. Maritzburg College has been selected because I am familiar with the structures that have been implemented over the past five years and they make for an appropriate case study. The benefits of the study will provide both educators with tools that will enhance teaching and learning and the learners should also have a more positive overall educational experience.

There are no potential risks to any of the learners or educators.

There will be no reimbursement or any incentives for participation in the research.

Feedback will be provided through circular, D6, mentor groups and staff meeting.

Yours sincerely

C J Luman

Professor R J Botha

Department of Education Leadership and Management

ANNEXURE D



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT MARITZBURG COLLEGE

“Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

20 October 2017

Mr C Mackenzie

Chairman Maritzburg College SGB

Email: craig@javabrands.co.za

Mobile: 082 457 3833

Dear Mr Mackenzie

I, Christopher John Luman am doing research under supervision of Professor RJ Botha in the Department of Educational Management towards an MEd at the University of South Africa.

The aim of the study is to improve the management of Grade 9 boys’ behaviour through positive discipline measures. Maritzburg College has been selected because I am familiar with the structures that have been implemented over the past five years and they make for an appropriate case study. The benefits of the study will provide educators with tools that will enhance teaching and learning and the learners should also have a more positive overall educational experience.

There are no potential risks to any of the learners or educators.

There will be no reimbursement or any incentives for participation in the research.

Feedback will be provided through circular, D6, mentor groups and staff meeting.

Yours sincerely

C J Luman

Professor R J Botha

Department of Education Leadership and Management

ANNEXURE E



“Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

20 October 2017

DEAR PROSPECTIVE PARTICIPANT

My name is Christopher John Luman and I am doing research under the supervision of Professor RJ Botha, a professor in the Department of Education Leadership and Management, towards the degree of MEd at the University of South Africa. We are inviting you to participate in a study entitled “Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could be of benefit to both the learners and educators, not only at Maritzburg College, but also possibly nationally and internationally as it should increase the body of knowledge on the topic.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are currently an educator and mentor at Maritzburg College involved with Grades 9 and 11 learners. There will be approximately 70 participants involved i.e. all mentors in the house system.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Your involvement in the study will be to complete an anonymous survey on the management of learner behaviour at Maritzburg College on Survey Monkey. The completion of the survey would not take more than 15 minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of the study will provide both educators with tools that will enhance teaching and learning and the learners should also have a more positive overall educational experience.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no negative consequences for you by participating in the research project.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your anonymity is confirmed as the survey is conducted on Survey Monkey where no record will be kept of participants' names.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in the school safe for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be destroyed and electronic copies permanently deleted.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There are no payments or incentives for participating in the study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

Research findings will be disseminated through circular, staff meetings and mentor groups.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Chris Luman on 082 804 4731 or by email lumanc@mcollege.co.za.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Botha on 082 411 6361 or by email to rjbotha@unisa.co.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Yours sincerely

C J Luman

Professor R J Botha

Department of Education Leadership and Management

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of data on Survey Monkey.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature Date

Researcher's Name & Surname (please print) _____

Researcher's Signature Date

ANNEXURE F



Dear Parent

Your son is invited to participate in a study entitled “Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal Province.”

I am undertaking this study as part of my MEd research at the University of South Africa. The purpose of the study is to research methods that will improve behaviour in the learning environment and the possible benefits of the study are the improvement to the learners by creating a positive learning environment through positive reinforcement and mentoring. I request permission to include your son in this study because he is currently a learner in either Grade 9 or Grade 11. I expect to have other Grade 9 and 11 boys participating in the study.

If you allow your son to participate, I shall request him to complete an anonymous confidential survey which will be done during a mentor class period which will not take any longer than 15 minutes.

Any information that is obtained in connection with this study and can be identified with your son will remain confidential and will only be disclosed with your permission. His responses will not be linked to his name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only. There are no foreseeable risks to your son by participating in the study. Your son will receive no direct benefit from participating in the study; however, the possible benefits to education are the improved mentoring of your son to be the best that he can be. Neither your son nor you will receive any type of payment for participating in this study.

Your son's participation in this study is voluntary. Your son may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him in any way. Similarly, you can agree to allow your son to be in the study now and change your mind later without any penalty.

In addition to your permission, your child must agree to participate in the study and you and your son will also be asked to sign the assent form which accompanies this letter. If your son does not wish to participate in the study, he will not be included and there will be no penalty. The information gathered from the study and your son's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

The benefits of this study are that it will provide educators with tools that will enhance teaching and learning and the learners should also have a more positive overall educational experience.

There are no potential risks to your son and there will be no reimbursement or any incentives for participation in the research.

If you have questions about this study please ask me or my study supervisor, Prof Botha, Department of Education and Management, College of Education, University of South Africa. My contact number is 0828044731 and my e-mail is lumanc@mcollege.co.za. The email of my supervisor is rjbotha@unisa.co.za. Permission for the study has already been given by the KZND OE, the SGB and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your son to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him to participate in the study. You may keep a copy of this letter.

Sincerely

Name of your son:

_____	_____	_____
Parent/guardian's name (print)	Parent/guardian's signature:	Date:
_____	_____	_____
Researcher's name (print)	Researcher's signature	Date:

ANNEXURE G



ANNEXURE G

“Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

Dear Grade 9/Grade 11 Learner

September 2017

I am doing a study on managing behavior of boys as part of my studies at the University of South Africa. The school governing body has given me permission to do this study at Maritzburg College. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers and mentors can improve relationships and encourage positive behaviour. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not understand in this letter and you may ask me or any other adult to explain them. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

You will be asked to complete an anonymous confidential survey on Survey Monkey. You have completed this type of survey before, for example the wellness survey. It should not take more than 15 minutes to complete.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You do not need to answer all the questions if you do not want to. No one will blame or criticise you. When I am finished with my study, I shall present a short talk about some of the helpful and interesting things I found out in my study. You will be invited to come and listen to the presentation.

The benefits of this study are that it will provide both educators with tools that will enhance teaching and learning, and the learners should also have a more positive overall educational experience.

There are no potential risks to you and there will be no reimbursement or any incentives for participation in the research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or mentor call me on 0828044731 or talk to me at school. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: C J Luman

Phone number: 0828044731

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about the study and I know what I will be asked to do. I am willing to be in the study.

_____	_____	_____
Learner's name (print):	Learner's signature:	Date:

_____	_____	_____
Witness's name (print)	Witness's signature	Date:

(The witness is over 18 years old and present when signed.)

_____	_____	_____
Parent/guardian's name (print)	Parent/guardian's signature:	Date:

_____	_____	_____
Researcher's name (print)	Researcher's signature:	Date:

ANNEXURE H



Dear Prospective Participant

You are invited to participate in an online web-based survey conducted by Christopher John Luman under the supervision of Professor RJ Botha, a professor in the Department of Education Leadership and Management towards the degree of MEd at the University of South Africa.

The survey you have received has been designed to study the management of learner behaviour at Maritzburg College. You were selected to participate in this survey because you are a mentor of Grade 9 and 11 boys. By completing this survey, you agree that the information you provide may be used for research purposes, including dissemination through peer-reviewed publications and conference proceedings.

It is anticipated that the information we gain from this survey will help us to improve learner behaviour through positive discipline measures. You are, however, under no obligation to complete the survey and you can withdraw from the study prior to submitting the survey. The survey is developed to be anonymous, meaning that we will have no way of connecting the information that you provide to you personally. Consequently, you will not be able to withdraw from the study once you have clicked the send button based on the anonymous nature of the survey. If you choose to participate in this survey it will take up no more than 15 minutes of your time. You will not benefit from your participation as an individual, however, it is envisioned that the findings of this study may improve the relationship between learner and educator. We do not foresee that you will experience any negative consequences by completing the survey. The researcher undertakes to keep any information provided herein confidential, not to let it out of his possession and to report on the findings from the perspective of the participating group and not from the perspective of an individual.

The records will be kept for five years for audit purposes where after it will be permanently destroyed. Electronic versions will be permanently deleted from the hard drive of the computer. You will not be reimbursed or receive any incentives for your participation in the survey.

The research was reviewed and approved by the College of Education at The University of South Africa. The primary researcher, Christopher John Luman, can be contacted during office hours at 033 342 5577, Maritzburg College. The study leader, Professor Botha, can be contacted during office hours at 012 997 0320. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the College of Education Ethics Research Committee, Dr Claassens. Alternatively, you can report any serious unethical behaviour at the University's Toll Free Hotline 0800 86 96 93.

You are making a decision whether or not to participate by continuing to the next page. You are free to withdraw from the study at any time prior to clicking the send button.

ANNEXURE I



LEARNERS' SURVEY QUESTIONS

TOPIC:

"Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal."

1. Do you think that the mentor system (Managing Learner Behaviour) has been a positive initiative for the boys at Maritzburg College? Please answer YES or NO
2. Have you personally bought into the mentor system? Please answer YES or NO
3. What **do** you like about the mentor system? Select one of options A, B or C that best fits:
 - A an opportunity to discuss important issues
 - B an opportunity to be mentored by older boys
 - C being recognised and acknowledged as an individual e.g. merits
4. What do you **not** like about the mentor system? Select one of options A, B or C that best fits:
 - A It is boring
 - B It is too much like another LO lesson
 - C Having to mix with juniors and or seniors
5. Do your teachers issue merit certificates to you? Please answer YES or NO
6. How does it make you feel? Select one of options A, B or C that best fits:
 - A special
 - B proud
 - C valued
7. Do you think that your behaviour improves when you receive positive comments and merits from your teacher? Please answer YES or NO
8. Have you received more merits than detentions? Please answer YES or NO
9. Would you recommend a similar mentor system to other schools? Please answer YES or NO
10. Can you recommend any suggestions that may assist in improving our mentor system in the management of learner behaviour?

ANNEXURE J



EDUCATORS' SURVEY QUESTIONS

TOPIC:

“Managing learner behaviour of Grade 9 boys at a public fee paying secondary school in KwaZulu-Natal.”

1. Do you think that the Management of Learner Behaviour [MLB mentor] system is a positive initiative for the boys at Maritzburg College? Please answer YES or NO
2. Have you found the MLB system to be beneficial in your mentoring relationship with the boys? Please answer YES or NO
3. Do you feel that there might still be some limitations to the MLB system? Please answer YES or NO
4. From your experience as an educator, do you think that the boys have bought into the system? Please answer YES or NO
5. From your experience as a mentor, what do you feel the reason may be that some boys may not as yet have bought into the system? Select one of A, B or C which best fits:
 - A having to mix with juniors
 - B boring
 - C too much like an LO lesson
6. When you issue a merit do you generally receive a positive reaction? Please answer YES or NO
7. As an educator, have you experienced an improvement in behaviour in the classroom through positive reinforcement and acknowledgement? Please answer YES or NO
8. Do you issue more merits than detentions? Please answer YES or NO
9. Would you recommend a similar system to other schools? Please answer YES or NO
10. Can you recommend any suggestions that may assist in improving our system in the management of learner behaviour?